

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020 School Year

**School:** See Complete EOC as attachment  
**CDS Code:** 49402466051932  
**District:** Petaluma City Schools  
**Address:** 1001 Cherry Street  
 Petaluma, Ca, 94952-2065  
**Date of Adoption:** February 25, 2020

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## Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at <https://www.petalumacityschools.org/cherryvalley>.

### Safety Plan Vision

What Is A Safe School?

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals, (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students that have affiliation and bonding to the school support, recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a neat appearance of the campus and classrooms.”

Source: “Safe Schools: A Planning Guide for Action” California Department of Education

Description of MCCV School - Mary Collins Charter School at Cherry Valley has an approximate enrollment of 410 students in grades K-8. The ethnic make-up of students is the following: 0.24% Asian, 1.21% Black/African American, 16.02% Hispanic, 72.33% White - not of Latino origin, and 8.74 multi-ethnic. Approximately 17.00% of the children receive free or reduced meals. The school has a breakfast and a lunch program for the students. School breakfast is served from 8:00-8:20 am every day in the Lodge. School lunch is served from 11:45-12:05 pm for K-3, and 12:20 -12:40 pm for 4-8.

The staff includes sixteen full time general education classroom teachers, one .6 math teacher, and two full time resource teachers and a part time primary music teacher. The support staff include: one .8 speech and language specialist, one .5 reading specialist, and two resource specialist assistants, and two 1:1 support aides for students with special needs. We also have one full time librarian, one student advisor (15 hours a week). We also have a guidance specialist (25 hours a week), a school psychologist (2 day per week), and a nurse (1 day per week). Other classified staff includes: one full-time senior school secretary and a school account clerk (4 hours/day). MCCV has 3 lunch recess supervisors, two custodians, and 1 food service person. Middle school music, garden, and PE professional experts are also part of the staff, funded by generous donations and fundraising efforts of the Mary Collins Education Foundation (MCEF).

MCCV School Mission - "The MCCV mission is for students to appreciate who they are as well as respecting differences and diversity. Our hope is that students will leave the process of education more curious than when they entered it. This curiosity about life will give students a sense of competence and confidence that comes from years of learning creative, problem solving and thinking skills. This confidence will impel students to continue to satisfy their curiosity and willingness to be responsible for others within our global society to make it better for all." (Mary Collins - former principal and namesake).

MCCV School Vision - We believe the purpose of education to be one that helps all students develop the best that is in them for success in our global world.

Tenets - We believe that:

Meaningful learning occurs when students construct their own knowledge for authentic purposes.

Children need a variety of learning experiences and a safe community in order to take risks and move along their individual developmental continua.

Children learn from and are inspired by their environment in the natural world.

Children learn reading best through authentic uses of language, listening, speaking, reflecting, viewing, and writing.

Students can demonstrate evidence of academic growth in a variety of ways.

Teachers and students use multiple measures and reflection to guide further learning.

Students will interact responsibly and compassionately as members of a diverse world when they are encouraged to think critically.

We cultivate students' ability to think critically and act toward social justice.

Multi-age classrooms support both academic and social growth of our students.

All members of our community will engage in direct, honest, and respectful communication.

View of Education

Students will:

Resolve conflicts peacefully and live in harmony with others.

Pose probing questions and learn how to discover answers and create solutions.

Read, write, speak, and use language with intention, imagination, and precision.

Engage in their learning and pride in their accomplishments.

Honor imagination and creativity.

Challenge themselves to reach for high standards and persevere to achieve their goals.

Instructional Program:

All teachers at MCCV are highly qualified educators. MCCV's instructional program is designed to invite all students into the learning community. The focus is on the whole-child, with attention to each child's unique talents and capabilities. Instruction is integrated across the curriculum using the visual and performing arts and environmental education components to integrate and facilitate learning. A constructivist approach to learning is supported by this integration of curriculum and the use of the Arts for learning and understanding. This approach to learning allows all students to have the best opportunity of making strong gains in their academic development. It also allows gifted students to get deeply involved in projects commensurate with their skills and interests.

An extensive school library, 1:1 devices, hands-on science materials, a well-equipped stage and green room, a school garden, along with Common Core State Standards curriculum, all contribute to rigorous, relevant, and steady academic progress by all K-8 students. Students in grades 6-8 receive a balanced and aligned program that includes electives and homogeneous grouping in math and algebra in order to meet all students' needs. Kindergarten students stay for full-day Kindergarten until 1:30 pm, 4 days a week and 12:45pm on Wednesdays. All students are assessed regularly. Students who are selected for intervention, work in small flexible groups with the reading specialist.

Students stay with the same teacher for two years in grades K-5. Home room teachers in grades 6-8, teach various subject matters and mix students as appropriate. This creates a continuity of learning that is particularly important for struggling learners. Elements are as follows:

- Visual and Performing Arts
- Environmental Education
- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- Technology
- English Language Development

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

See Complete EOC as attachment Safety Committee

### Assessment of School Safety

An Assessment of Current Status of School Crime at MCCV

The most recent assessment of school crime for MCCV for the calendar year 2019 includes: 1 arrest for trespassing on school grounds during school hours, and 1 police assistance to support a mental health issue with a parent. MCCV emphasizes student responsibility for personal actions. Restorative actions are used when appropriate, but MCCV also uses loss of privilege, community service, and in-house or off campus suspension when appropriate. Suspension and expulsion policies are determined by the District and are in compliance with ed code.

The District has a Student Attendance Review Board (SARB). MCCV sends notices to parents whose children are frequently absent, whether they are excused absences or not. We seldom need to refer cases to SARB or The Keeping Kids in School Program.

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

- The California Healthy Kids student survey, staff and school advisory council feedback inform needs identified through data analysis and observations.
- We strive to enhance the social-emotional climate at MCCV with the use of Toolbox curriculum and support staff which include: a school psychologist, a licensed MFT, and a student advisor. MCCV has set goals that we believe can be achieved in 2019-2020 school year.

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

The Board of Education recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with the law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33308.1 Guidelines on the procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning the conduct of students

48906 Notification when student released to a peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

PENAL CODE

152.3 Duty to report a murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of the lewd or lascivious act requiring reporting

11164-11174.4 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse

WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center: <http://safestate.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect Information: <http://nccanch.acf.hhs.gov>

Policy PETALUMA CITY SCHOOLS

adopted: June 25, 2002 Petaluma, California

revised: March 13, 2007

See Form 11166 Suspected Child Abuse Report Form as attachment

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

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

The safety of students and staff is a primary concern of Mary Collins Charter School at Cherry Valley. The administrator, teachers, instructional assistants, and parent volunteers supervise students beginning at the morning bell, during morning recess, at lunch and during lunch recess. Teachers regularly review the rules for safe and responsible behavior. Visitors must check in at the main office and sign in at the front desk. They are given a visitor's badge and are required to wear it while on campus.

We revise our School Safety Plan annually; it is revised and approved by our School Safety Committee in February of 2020. The Plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available upon request in the school office and on the school website. We share the plan with all staff during a school-wide staff meeting. We practice disaster drills monthly, plus we hold workshops for staff on emergency preparedness annually.

In the event of an emergency, parents will be contacted via phone by the school or district office with information and emergency procedures. Parents can assist with this process by ensuring that all emergency contact information is up-to-date in the student information system Aeries. We will also use social media as a way to contact parents with up to date information.

Emergency procedures and evacuation plans depend on the type of emergency or threat that exists. Our school and district will work with local law enforcement and emergency personnel to determine the best method to maintain the safety of our students during an emergency. Emergency procedures, evacuation plans, and the process of reuniting students with their families are all dependent upon the type of emergency.

Parents are asked to wait until they receive instructions from the school, district, or emergency personnel before going to the school campus during an emergency.

Students are permitted to use electronic devices in the event of an emergency or disaster (i.e. a lockdown, earthquake or another such event) as determined by the principal or for a health purpose.

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

FEMA

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

STUDENT DISCIPLINE GUIDELINES - PETALUMA CITY SCHOOLS - GRADES K - 6 California Education Code 48900 allows the superintendent and/or the principal/designee of a school to suspend or recommend for expulsion a student for any infraction of education code while: on school grounds, going to or coming from school, during the lunch period whether on or off the campus, during or while going to or coming from a school sponsored activity, or when an off-campus behavior negatively impacts or disrupts the school environment. The designated consequences are guidelines for our K-6 schools. Alternatives to suspensions are used at times when viewed by school administration as a better deterrent. However, any of the listed offenses, when the conduct is of an extreme nature, may result in a suspension of up to 5 days or a recommendation for expulsion for the first or second offense.

See below link to guidelines from the district website.

[https://www.petalumacityschools.org/site/handlers/filedownload.ashx?moduleinstanceid=11729&dataid=12897&FileName=StudentDisciplineGuidelines\\_K-6\\_Rev-12-13.pdf](https://www.petalumacityschools.org/site/handlers/filedownload.ashx?moduleinstanceid=11729&dataid=12897&FileName=StudentDisciplineGuidelines_K-6_Rev-12-13.pdf)

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

The Principal or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. When any individual directs violence against an employee and the employee so notifies the principal or designee, the principal or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the principal or designee of a threat of bodily harm, the Principal or designee shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds. The principal or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

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

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Liz Chacon, Assistant Superintendent, Student Services 200 Douglas Street Petaluma CA 94952 (707) 778-4960 Lchacon@petk12.org (cf. 1312.3 - Uniform Complaint Procedures)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off-campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

#### Reporting Process and Complaint Investigation and Resolution:

Any student who believes that they have been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to their teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report their observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If they determine that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school. When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent a recurrence, and address any continuing effects. If a complaint of sexual harassment is initially submitted to the principal, they shall, within two school days, forward the report to the compliance officer to initiate an investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3. In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent. In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform them that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

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

(cf. 5125 - Student Records)

#### Response Pending Investigation - Confidentiality

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of their options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to them. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

#### Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or another area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)

A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

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4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

5. Be included in the student handbook

6. Be provided to employees and employee organizations

Regulation PETALUMA CITY SCHOOLS

approved: August 17, 1993 Petaluma, California

revised: June 25, 2002

revised: December 9, 2014

revised: December 11, 2018

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

Petaluma City Schools | BP 5132 Students

##### Dress And Grooming

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming )

(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Uniforms or Common Student Dress

The Board recognizes that in order to promote a productive learning environment, the principal, staff, and parents/guardians within a district school may elect to establish a reasonable school dress code requiring students to wear uniforms or common student dress (CSD).

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The Board shall approve either a uniform or common student dress code when it determines that such a code promotes the academic focus of a school's students.

The Superintendent or designee shall establish the procedures whereby parent/guardians may elect to have their children exempted from an adopted school uniform or common student dress policy. The CSD exemption process shall include a designated deadline for parents/guardians to complete and submit a CSD Waiver Exemption form for that year. Students shall not be penalized academically, or otherwise discriminated against or denied attendance to school, if their parents/guardians do decide to request an exemption waiver.

The Superintendent or designee shall ensure that resources and criteria are identified for student assistance in purchasing uniforms/common student dress.

The Superintendent or designee shall establish procedures whereby common student dress code may be evaluated to determine whether common student dress should continue, be rescinded, or modified.

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

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

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

Policy PETALUMA CITY SCHOOLS

adopted: June 25, 2002 Petaluma, California

amended: May 24, 2011

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

Supervision of students on campus begins from the morning bell until the final bell of the day. The school administrator, teachers, and classified support staff are strategically placed on campus to monitor student behavior during morning recess, lunch, and lunch recess. When students are dismissed at the end of the day, parents are expected to take charge of their student and/or arrange for supervision with another responsible adult to ensure that students either travel to afterschool activities or leave campus in a safe and orderly manner.

Dismissal procedures vary according to grade level. Kindergarten students are released individually by the classroom teachers to their parents at the kindergarten classroom at 1:30 pm and 12:45 on Wednesdays. In all other grades, students are released at the end of the school day to their individual arrangements. Grades 1-3 at 2:30 pm and grades 4-8 at 3:00 pm. All grades 1-8 are dismissed at 12:45 pm on Wednesdays. When students leave the classroom, they are asked to return and inform the teacher/office if their after school transportation can't be found. Students without a way home are escorted to the office by the classroom teacher. The office calls parents or other emergency contacts to arrange student pickup.

For those students who stay for after school for enrichment classes, they will be supervised by the enrichment specialist until a parent or guardian collects them.

Students are not allowed to leave school grounds during school hours without permission and being checked out through the office.

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

Safe parking, sidewalks, and crosswalks are provided. Police supervision is requested occasionally as needed. There are crosswalks on Elm and Cherry Streets.

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

**Component:**

Creating a safe and orderly school environment

**Element:**

Decrease the number of students who have experienced any harassment/sexual harassment, and/or bullying as measured by the student information system Aeries.

**Opportunity for Improvement:**

Safe and Orderly Environment: Emphasize Safety, Respect, and Responsibility

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce the events of harassment, sexual harassment, fighting, and/or bullying on campus.	School Buddies School Assemblies Kindness Campaigns School Rules and Expectations for Student Behavior Document Classroom Meetings Implement Restorative Actions in response to student ed code violations	Student Advisor School Guidance Specialist School Psychologist Tool Box Curriculum	Principal - Amy Schlueter Admin Designee and Teacher 7 - 8 Rob Ruddell School Guidance Specialist - Alexis Wolf Principal Advisory Members April Derby - Classified Library Carrie Caudle - Teacher K -1 Denise Howe - Teacher 2 - 3 Craig Wicks - Teacher 4 - 5	Aeries Data Query

**Component:**

Maintaining a safe and orderly school environment

**Element:**

Increase the percentage of students who feel safe at school as measured by the Health Kids Survey

**Opportunity for Improvement:**

Maintain a sense of safety, lower affective filter among students, and optimize conditions for student learning

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the percentage of students who feel safe at school as measured by the Health Kids Survey	Admin and Certificated Staff Trained in Circle Up	Improv Classroom Meetings Restorative Practices Peer Conflict Resolution Strategies	Amy Schlueter Liz Chacon	Health Kids Survey Data

**Component:**

Maintaining a safe and orderly environment and a positive school culture and climate

**Element:**

Increase student agency to navigate and negotiate peer interactions and conflicts

**Opportunity for Improvement:**

Develop positive social skills and healthy communication, create connections and deepen authentic relationships, manage feelings of anger, frustration, and disappointment, and promote feelings of self worth.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Through play increase student agency to navigate and negotiate peer interactions and conflicts  We believe that play is a natural and effective way to learn. Utilizing play, we practice consistently what we enjoy doing or what we would like to do better. With this in mind, we can focus the learning which occurs during play activities into the following areas:	Social coaching in real time to: 1 Developing positive social skills and healthy communication 2 Create connections and deepen authentic relationships 3 Manage feelings of anger frustration, and disappointment 4 Promote feelings of self worth.	Student Advisor Guidance Specialists Playground Supervisors Physical Education Specialist  Health play curriculum	Amy Schlueter Alexis Wolf Danielle Fagan	Health Kids Survey Data

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

**See Complete EOC as attachment Student Conduct Code**

See Attachment : Student Discipline K-6 Petaluma City Schools

Mary Collins Charter School at Cherry Valley will follow the Petaluma City Schools Code of Acceptable Behavior and Discipline.

## **Conduct Code Procedures**

The Mary Collins Charter School at Cherry Valley has also created a document which outlines the school rules and expectations for student behavior. This document is reviewed by parents during the data confirmation process through the student information system Aeries every year at the start of the school year. The Rules and Expectations for Student Behavior is also reviewed with students during first two weeks of school by either their homeroom teacher, the student advisor, or the school administrator. A copy of The Rules and Expectations for Student Behavior document can also be found on the school website at

Link to - [The Mary Collins Charter School at Cherry Valley Rules and Exceptions for Student Behavior](#)

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

The Board of Education affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that are intended to discriminate against or to willfully injure, intimidate, interfere with, oppress or threaten by force or threat of force any individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental disability, religious beliefs or practices shall not be tolerated.

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

(cf. 0450 - Comprehensive Safety Plan)

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

(cf. 5131.5 - Vandalism, Theft, and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6141.6 - Multicultural Education)

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 3515.3 - District Police/Security Department)

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

(cf. 5144 - Discipline)

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

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

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

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights. At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

Legal Reference: EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

PENAL CODE 186.21 Street terrorism; legislative findings and declarations

422.55-422.86 Hate crimes

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement and Communities, 1997

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

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

WEBSITES CDE: <http://www.cde.ca.gov>

California Association of Human Relations Organizations: <http://www.cahro.org>

United States Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR/index.html>

Policy PETALUMA CITY SCHOOLS

adopted: June 25, 2002 Petaluma, California

Amended: June 22, 2004

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

The Comprehensive School Safety Plan for Mary Collins Charter School at Cherry Valley is reviewed, evaluated, and amended (if needed) annually by the MCCV School Safety Committee. The committee meets in December of each year to review the plan and to assess the current status of Crime at MCCV. The committee meets again in January to discuss proposed revisions, and again in February to approve a final draft to be submitted to the Petaluma City School Board for final approval.

**Safety Plan Appendices**

**Emergency Contact Numbers**

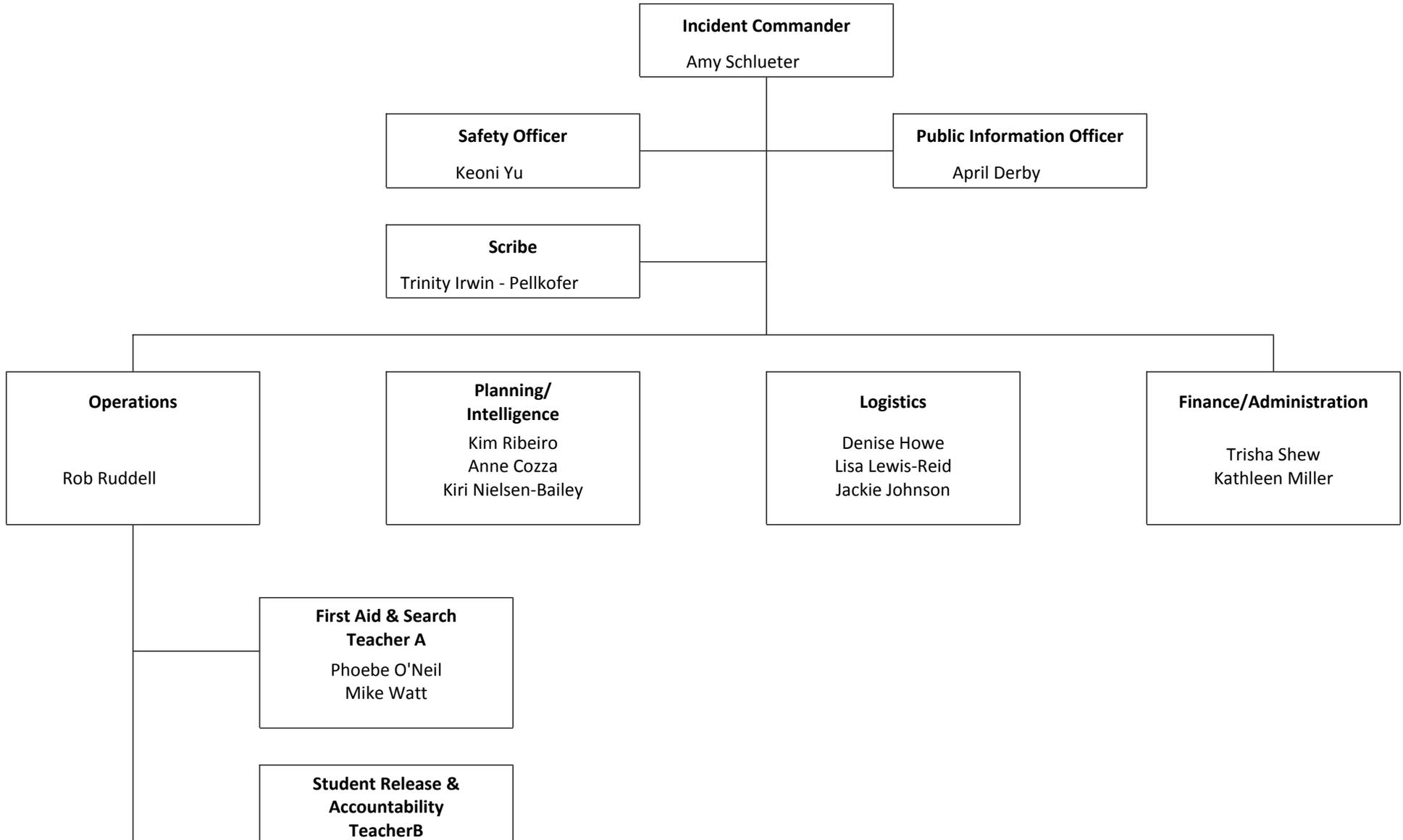
**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Petaluma Police Department	707 - 778 - 4372	
Law Enforcement/Fire/Paramedic	Petaluma Fire Department	707 - 778 - 4390	Theatre District
Law Enforcement/Fire/Paramedic	Petaluma Fire Department	707 - 778 - 4390	North McDowell Blvd.
City Services	Public Works	707 - 778 - 4546	
School District	Petaluma City School District Office	707 - 778 - 4960	Liz Chacon Asst Sup Stu Services
Emergency Services	Non-emergency Line	707 - 778 - 4372	
Local Hospitals	Petaluma Valley Hospital	707 - 525 - 5300	
American National Red Cross	Red Cross	1 - 800 - 951 - 5600	24hour emergency line

**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>Attached Document</b> (description and location)
Safety Committee met and reviewed the existing plan. Each member left the meeting with a section to review and present revisions for during the next meeting.	December 18, 2019 1 - 1:30pm	
Safety Committee met to hear proposed revisions and the current assessment of crime at MCCV from local law enforcement.	January 15, 2020 1 - 2pm	
Safety Committee meeting to approve the final updated plan to be presented to the board.	February 19, 2020 1 - 2pm	
Submit Safety Plan to Board for Approval	February 25, 2020 6 - 8pm	

See Complete EOC as attachment Incident Command System



Trisha Shew  
Kathleen Miller

## **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:

Assignments:

Management: Incident Commander Amy Schlueter - principal, Public Information Officer: Trinity Irwin-Pellkofer - teacher, Safety Coordinator: Keoni Yu - teacher, Agency Liaison: April Derby - librarian.

Team Assembly Location: Blacktop - Basketball Courts

Action Plan - Amy Schlueter Incident Commander and Keoni Yu - Safety Officer will connect with emergency responders to create a unified command center.

Maintenance/Fire/Site Security Team: Jason Whitt - head custodian, Bryce Nahas - garden coordinator, Kiri Bailey - teacher

Action Plan - Team assembles on Blacktop then secures the site. As needed, team shuts off water, gas, and clears way for emergency response vehicles by opening gates and keeping access free from other obstacles. Team also opens the emergency supply shed where go-kits are stored. Team also checks buildings for structural damage that would make them unsafe to re-enter and marks buildings clear or hazardous.

Assembly and Shelter Team: Mary Akers-Bell - teacher, Toby Treu - teacher

Action Plan - Team will begin construction of outside shelter if weather dictates or team will communicate with Maintenance team to secure safe inside shelter if needed.

Search and Rescue Team: Mike Watt - teacher, Craig Wicks - teacher, Sarah McClure - teacher

Action Plan - Team will look for missing students as reported to the Operations Section Chief Rob Ruddell on the missing student reports. If and when students or staff are found, they will be transported to First Aid team located on Blacktop (near garden)

First Aid Team Team - Dana Rodriquez - nurse, Phoebe O'Neil - teacher, DJ Fagan - student advisor, Dan Petersen - physical education professional expert

Action Plan - Team will administer first aid as needed.

Crisis Intervention Team: Alexis Wolf - guidance specialist, and Carrie Caudle - teacher

Action Plan - Team will provide crisis intervention as needed.

Student Release Team: Trisha Shew - senior school secretary and Kathleen Miller - students records clerk

Action Plan - Team will set up at the front of school and facilitate the release of students to parents

Secondary Evacuation Location is Saint Vincent's High School Located at 849 Keokuk Street

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate

response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

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

### **Operations**

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

### **Logistics**

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

### **Finance & Administration**

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process:

- I) identify the type of emergency;
- II) identify the level of emergency; and
- III) determine immediate action(s) that may be required.

#### Step One - Identify the Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred.

Emergency procedures for 20 different types of emergencies listed below are provided in this plan.

1. Aircraft Crash
2. Intruder on Campus
3. Biological or Chemical Release
4. Bomb Threat
5. Bus Accident
6. Child Abuse – Procedures are outlined in Board of Education Policy, Administrative Regulation and Exhibit 5141.4
7. Disorderly Conduct
8. Earthquake
9. Explosion/Risk of Explosion
10. Fire
11. Flooding
12. Loss or Failure of Utilities
13. Motor Vehicle Crash
14. Psychological Trauma
15. Medical Emergency
16. Suspected Contamination of Food or Water
17. Threat of Violence
18. Civil Unrest
19. Pandemic Influenza/Avian Flu
20. Tsunami Watch/Warning

### Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a four-tiered rating system is described below.

Level 1 Emergency: A minor event that is handled by school personnel without assistance from outside agencies.

Level 2 Emergency: A moderate event in which many school community members are affected but school-site resources can independently manage the response.

Level 3 Emergency: A major event in which many school community members are affected, and even after reorganizing staff, school site resources cannot independently manage and support the response. Additional District resources are required.

Level 4 Emergency: A major event in which many school community members are affected and additional District resources are insufficient to manage and support the response.

### Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Drop, Cover and Hold On
- Lockdown

- Alternate Response to a Violent Intruder
- Shelter-in-Place – Community Disturbance
- Shelter-in-Place – Environmental Incident
- Evacuate Building
- Off-Site Evacuation
- All Clear
- Student Release

Procedures for each of these are included in this section.

#### Immediate Response Actions

- Drop, Cover and Hold On - This action is taken to protect students and staff from falling debris.

#### Description of Action

1. Upon the first indication of an earthquake, students and staff should immediately drop, cover and hold on.
2. If inside, school staff must instruct students to drop under their desks and cover their heads with their arms and hands, while holding onto the desk. For those students and staff who are physically unable to drop into a protected position under a table or desk, they should remain seated or, if possible, move to an interior wall away from windows and heavy objects, and cover their heads and arms.
3. If outside, school staff must instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. For students and staff who are physically unable to drop to the ground, they should take action to cover their heads with their arms and hands.
4. In the event of a major earthquake and after the initial shaking has stopped completely, the Incident Commander (Principal or designee) must make an announcement on the Public Address (PA) system to ensure that all building occupants have evacuated. If the PA system is not available other means of communication (e.g., messaging apps or sending messengers to deliver instructions) must be used.

Lockdown - This action is necessary when a threat of violence on District property is identified or when directed by law enforcement. It is necessary to prevent a perpetrator(s) of violence from entering occupied areas. During Lockdown, students and staff are to remain in the classrooms or designated locations at all times. A Lockdown may be initiated by the Principal or designee as necessary or upon instructions from the police.

#### Description of Action

1. If an emergency occurs that requires occupants to lockdown, the Incident Commander (Principal or designee) at each site must make an announcement on the public address system (PA) to lockdown inside a building. If the PA system is not available, other means of communication (e.g. messaging apps or sending messengers to deliver instructions) must be used.
2. If outside, students should proceed to their classrooms if it is safe to do so. If it is not safe, staff must direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium).
3. Once inside, occupants should close and lock all doors. If a door cannot be locked, barricade the door with furniture. Turn off all lights and close all window blinds. Occupants should be seated below window level, toward the middle of a room away from windows and doors and should take cover behind heavy objects (e.g. tables, filing cabinets). Occupants should remain silent.
4. School staff and students must remain in the classroom or secured area until further instructions are given by the Incident Commander (Principal or designee) or law enforcement.
5. All campus entrances and exits must be locked and no visitors other than appropriate law enforcement or emergency personnel are allowed on campus.

6. If safe to do so, the Incident Commander (Principal or designee) should communicate to the district that the site is on Lockdown.
- Alternate Response to a Violent Intruder - While Lockdown is the primary response to the threat of violent intruder; in some circumstances, an alternate response may increase chance of survival.

#### Description of Action

1. Relocation – Flee the attacker. This response is most appropriate if:

- a) The location of the attacker is known;
- b) A clear pathway exists in a safe location away from the attacker, and;
- c) There are times and the ability to evacuate both yourself and the students under your care.

2. Self Defense – Mount an assault against the attacker so as to subdue the person until law enforcement can arrive. This response should only be taken as a response of last resort and the event the attacker has penetrated an occupied room. If this tactic is chosen, the appropriate (strong and able to do so) occupants should mount an attack using suitable objects such as fire extinguishers, laptops, and chairs as weapons.

Shelter-in-Place – Community Disturbance – This action is taken to protect occupants when a violent or potentially violent action arises in the vicinity of the campus. A Shelter-in-Place – Community Disturbance may be initiated by the Principal or designee as necessary or as directed by law enforcement. Initially, a Shelter-in-Place may start as a full-scale lockdown, then be scaled back to become a Shelter-in-Place – Community Disturbance.

#### Description of Action

1. The Incident Commander (Principal or designee) must make an announcement on the Public Address (PA) system to announce that Shelter-in-Place – Community Disturbance is in effect and that occupants should take shelter inside a building. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.

2. The site should be closed to all incoming and outgoing traffic. Exterior doors and gates should be locked and signs placed informing visitors that the site is in a state of lockdown. Visitors should be directed to leave the premises and seek refuge.

3. Students, staff, and visitors should remain indoors with intra-building trips reserved to meet essential personal, medical and/or security needs.

4. Staff should be on standby to implement a full Lockdown if required by the Incident Commander (Principal or designee) or law enforcement.

- Shelter-in-Place – Environmental Incident – This action in order to place and/or keep students indoors in the event that airborne contaminants are found in the outside air. Shelter-in-Place – Environmental Incident is implemented when there is a need to

isolate students and staff from the outdoor environment, and includes the shutting down the classroom and/or building heating, ventilation, and air-conditioning (HVAC) systems. During Shelter-in-Place, every precaution should be taken to avoid exposure to

the outside air.

#### Description of Action

1. If an emergency occurs that requires students and staff to Shelter-in-Place – Environmental Incident, the Incident Commander (Principal or designee) at each site will make an announcement on the Public Address (PA) system to take shelter inside a building. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.

2. If inside, school staff should keep students in the classroom until further instructions are given.
3. If outside, students must proceed to their classroom if it is safe to do so. Secondary students should proceed to the next class. If it is determined to be unsafe, staff should direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria or gymnasium). School staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to the outside air. Anyone exhibiting symptoms should be provided first aid treatment.
4. School staff are responsible for securing individual classrooms and for completing the following procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; and, if necessary, seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Evacuation - On Site - This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. In the event of a fire within a building, the staff member who discovers the fire should initiate a fire alarm.
2. School staff must instruct occupants to evacuate the building, in accordance with the school site evacuation plan and using designated routes, and assemble in their assigned assembly area.
3. School staff must take their student rosters when leaving the building and take attendance once the class is assembled in a safe location. Similarly, the Incident Commander (Principal or designee) should make a proper accounting of all staff once the evacuation is complete.
4. Once assembled, school staff and students will stay in place until further instructions are given.

Evacuation – Off-Site Relocation - This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site assembly area is required.

Description of Action

1. If an off-campus evacuation is necessary, the Incident Commander (Principal or designee) will make an announcement on the Public Address (PA) system. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. The District’s Emergency Operation Center (EOC), in collaboration with the Incident Commander (Principal or designee), will determine the safest method for evacuating the campus. The EOC Transportation Director is responsible for identifying appropriate evacuation routes.
3. School staff shall secure student rosters when leaving the classroom and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-campus, school staff and students will stay in place until the clearance is received to return to their school or parent-child reunification is complete.

Student Release – This action is taken after a decision to release students has been made. The following procedures shall be followed in releasing pupils in the event of an emergency or disaster:

Description of Action

1. The principal or designee shall receive authorization from the District EOC and/or Superintendent or designee before releasing pupils.

2. Individual pupils shall not leave a school site without receiving permission from the Incident Commander (Principal or designee)
3. Staff shall release pupils only to persons authorized on the pupil emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual pupils shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the pupil.
5. The principal or designee shall record the release of all pupils.

All Clear - This action is taken to notify school staff that normal school operations can resume.

#### Description of Action

1. The Incident Commander (Principal or designee) will make an announcement on the Public Address (PA) system. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

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

This CSSP is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted in accordance with Education Code requirements in order to acquaint both students and staff with the school's emergency procedures.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when our school is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

A disaster container with some emergency supplies and equipment are located on campus and documented in this plan. Contents will be inventoried and replenished as necessary. Emergency food and water are also maintained at the school. Additionally, each classroom is equipped with some emergency supplies and class lists by period.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasizes their physical and psychological well-being. Staff members need to review their evacuation routes and assembly area locations in preparation for an emergency. All substitute staff should be provided with a copy of the school's emergency procedures, a description of the role they would play in an emergency. Parents will be informed of the Emergency Plan and a copy of the Plan will remain in the administrative offices. A copy of this Plan is submitted to the District office each year. The Board of Education will review and adopt this plan by March 1, annually.

Emergency Planning for Students with Special Needs The Director of Special Education or Designee is responsible for developing an emergency plan that ensures all staff is aware of students with special conditions and the care and treatment to be provided to those students in an emergency. The Director of Special Education/Designee must ensure that an emergency plan is developed for each student with special needs if the school standardized emergency management plan needs to be modified to meet the student's needs. A form to document the needs of special education students is contained in this plan. Site administrators shall ensure that unassigned staff report to self-contained special education programs to assist staff with the emergency evacuation. One staff member may be responsible for more than one Special needs student, if necessary.

Categories of Students with Special Needs Health Conditions - Students that have seizures, diabetes, asthma or other breathing difficulties, severe allergic reactions, or technology-dependent or medically fragile conditions have special emergency concerns that may include the need for maintaining a the current supply of medication at the school for emergency purposes.

Physical Abilities - Students with physical impairments may require special assistance during an emergency. This includes but is not limited to students in wheelchairs, students that are temporarily on crutches or that temporarily have walking casts, and students that may otherwise have problems walking or getting up and downstairs. The teachers of these students should ensure that a buddy is pre-assigned to these students and that this information is provided to the principal (or other individual designated as Incident Commander) and school nurse.

Communication Challenges - Students with sensory challenges have special needs in an emergency. This includes students with vision impairment, hearing impairment, processing disorders, limited English language abilities, behavior or development disorders, or emotional or mental health issues. The Director of Pupil Services in coordination with the Director of Educational Services is responsible for developing an emergency communication plan.

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

### **Aircraft Crash**

Aircraft can fall on schools near airports or in flight paths. Warning: 1) The engine of an aircraft may sputter or explode prior to the aircraft falling. 2) The aircraft will give no warning before falling.

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. (Note: in case of a jet aircraft, a minimum safe distance is 400 yards.) 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. (Note: in case of jet aircraft, a minimum safe distance is 400 yards) b) The school office will immediately notify: i. Fire Department 911 ii. Law Enforcement Agency 911 iii. District Office (707) 778-4890

### **Animal Disturbance**

This procedure should be implemented when the presence of a dog, coyote, 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 CAMPUS PROTECTION or EVACUATE BUILDING as described in Section 4.0. 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", School Police (213) 625-6631, Animal Control and/or the Department of Fish and Game 1 - 888 - 334-2258 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 Student Medical Services will be notified. 5 The school administrator will only initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school

### **Armed Assault on Campus**

Types of Crisis: Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.

1) Signal "Lockdown" – Announce "Lockdown", then use bells as appropriate. Move away from danger, help students with Disabilities

2) Call 911 (used landline). Specify if "Intruder" or "Active Assailant."

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3) Contact District Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a "universal signal" for those who are far away or have earplugs: put wrists together and fists clenched.

4) Set up and man Command Center.

5) Contact Superintendent's Office to update status as soon as the situation is under control.

6) Post sign on office door notifying public of lockdown.

7) Activate SEMS (Standardized Emergency Management System) as needed. B. If students are in classrooms (Office staff should lockdown in a safe area of office area with computer): 1) Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available. 2) Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown. 3) Teaching activities are to be stopped. 4) Silence all mobile telephones; keep the classroom computer turned on. 5) Continue to check email for updates. 6) Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment. 7) Lights should only be left on if it would help the police search, without compromising the safety of the students. 8) If gunshot(s) or an explosion is heard, begin action "Duck, Cover, and Hold." 9) Take roll and prepare a list of missing students. 10) Call or email attendance information to the office, after the threat is contained. 11) If there are no problems, place a green sheet of paper on the front window of the classroom. 12) If there are problems, place a red sheet of paper on the window. 13) If evacuated, bring roll sheets. Office staff takes emergency cards to the designated evacuation area.

C. If students are not in classrooms: 1) Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead enter any available room. 2) Physical Education students should be taken to the nearest room, and held there until the end of the lockdown. 3) Follow steps 1-12 above.

D. Action "Soft Lockdown" consists of: 1) All procedures above from "Lockdown", 2) Lights can remain on, teachers may continue teaching, and students may remain in their seats. 3) Transition from a lockdown to a soft lock down must be authorized by the police. 4) During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff. E. If lockdown is due to Active Assailant: 1) Do not use placards until situation is resolved. 2) If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight)

### Biological or Chemical Release

A. A hazardous material spill may include one or more of the following: 1) Natural gas leak, 2) Science lab spill, 3) Chemical release from a nearby facility, 4) A collision or accident involving a tank truck or railroad car, or 5) An unknown powder or substance received in a letter or package.

B. Warning: Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill. 1) The first priority is students' and staff safety, then the environment, and then property.

C. Actions:

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1) Notify the office immediately. 2) If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off. 3) The office will notify the fire/law enforcement agency and the district office. 4) Determine the need to implement Action "Evacuate" (fire alarm). 5) Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention. 6) Isolate, identify and get names of students and staff that could have been exposed or contaminated. 7) Account all students and staff. 8) The principal will direct other actions as required. 9) Remain in the designated area until contacted

### Bomb Threat/ Threat Of violence

A. Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise. Obtain information with the checklist on this sheet.

B. Warning:

1) Bomb threats are usually received as an anonymous telephone call or on social media  
2) Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package

C. Action:

1) Recipient of the threatening telephone call a) Remain calm. Keep the caller on the line as long as possible. Do Not Hang Up, even if the caller does b) Listen carefully. Be polite and show interest. c) Notify a coworker via note or hand signals or if in a classroom, contact the office immediately. d) Completed the Bomb Threat Checklist. Write down as much detail as can be remembered. Try to use exact words. e) If the telephone has a display, copy the number and/or letters on the display window. f) Attempt to get information on the location of the bomb, and any identifying characteristics of the caller. Have them repeat the message g) Immediately upon termination of the call, do not hang up, but from a different telephone, call 9-1-1,

2) If a bomb threat is received by letter or handwritten note: a) Handle the letter or note as minimally as possible. b) Notify the office or call (access code) 9-1-1

3) If a bomb threat is received by email: a) Do not delete the email message. b) Notify the office or call (access code) 9-1-1

4) Bomb or Suspicious Device a) Do not touch or approach the device b) Notify the office immediately c) Get students out of the immediate areas and wait for directions from the office. d) Follow principal's or designee's instructions for appropriate emergency procedures

Bomb Threat Checklist

Date of call

Time call began

Time caller hung up

Your telephone number Extension Number or letters on caller ID Exact wording of the bomb threat:

Ask the caller: When is the bomb going to explode? \_\_\_\_\_

Where is the bomb right now? \_\_\_\_\_

What does the bomb look like? \_\_\_\_\_

What kind of bomb is it? \_\_\_\_\_

What will cause the bomb to explode? \_\_\_\_\_

Did you place the bomb? Yes No

Why? \_\_\_\_\_

What is your name? \_\_\_\_\_

Information about the caller: Male Female Estimated age: \_\_\_\_\_

Accent: \_\_\_\_\_

Familiar Voice, if so who? \_\_\_\_\_

Caller's Voice: (circle all that apply)

Angry Calm Clearing throat Coughing

Cracking voice Crying Deep Deep breathing

Disguised Distinct Excited Laughter

Lisp Loud Nasal Normal

Ragged Rapid Raspy Slow

Slurred Soft Stutter

Threat Language:

Well-spoken Foul Incoherent Irrational

Message read Taped

Background sounds: Factory, House, Office, Street, Conversation, Music, Animal/s, PA System, etc...

### **Bus Disaster**

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 or being transported to or from school. In all circumstances drivers should report to the Director of Transportation via 2-way radio or cell phone if necessary.

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. Teachers and the driver should remain calm and reassure the passengers. 5. Assess injuries to passengers /self. Provide first aid as appropriate. 6. Using route manifests account for all students and staff. 7. When necessary, evacuate the bus per evacuation procedures if there is smoke or fire. 8. If applicable, activate emergency hazard flashers and place reflectors in the designated locations.

### **Disorderly Conduct**

Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure: 1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.

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2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION. 3. The School Administrator will call Petaluma police dept., and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911." 4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations. 5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.) 6. The School Administrator will notify the District Superintendent of the situation.

### **Earthquake**

A. Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse

B. Warning: Earthquakes usually strike without warning.

C. The following actions, as time permits, will be accomplished: 1) Inside school building: a) The teacher, or staff member in authority, will implement Action "Duck, Cover, and Hold". b) Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures. c) Implement Action "Evacuate" when, in the judgment of the staff member, the earthquake is over and tremors have subsided. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Follow the approved route to the assembly area, keep away from trees, power poles, etc. Do not run! d) Take roll and maintain control of students. e) Avoid touching electrical wires and metal objects such as chain link fences. f) Render first aid if necessary. g) Take roll, issue student name tags, alert command center of any injured or missing student(s). h) If possible, school office will immediately notify appropriate agencies/offices (Call 911) and District Office as per fire drill. i) Do not return to building for any reason until they have been declared safe by authorized official(s). j) The principal or designee will determine the advisability or necessity of Action "Student Release." Prior approval must be obtained by superintendent.

On school grounds: a) The staff member in authority implements Action "Drop – Take Cover". b) The safest place is in the open. Stay there until the earthquake is over. c) Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run! d) Follow procedures d) through i) under "Inside school building". e) Active SEMS as/if necessary.

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

A. Fallout is a radioactive combination of dirt, fission products, and anything else that is picked up by a nuclear explosion that then settles over surrounding areas. 1) The fallout from an explosion by an improvised nuclear device in Los Angeles can spread to Ventura County.

2) The fallout from an explosion in San Francisco is expected to reach southern Sonoma County in approximately two to three hours.

3) Radiation levels of fallout over Southern Sonoma County are not expected to be fatal but may cause radiation illness. a) The hazard from fallout is not from breathing the particles, but from exposure to the ionizing radiation given off after the fallout particles have settled on the ground and building roofs.

B. Warning:

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1) An explosion of an improvised nuclear device may exhibit the following: a) A bright flash of light b) A sound of an explosion c) Shaking ground

2) Other warnings will be distributed over the news media.

C. Announcement: 1) The warning announcement at the school shall be: "We have a hazard in the community and are instituting Shelter in Place procedures. Students and staff should remain inside. Those who are outside should immediately move to the protection of an inside room."

2) Additional information (example): "Doors and windows should be securely closed. Do not go outdoors until you receive further instructions."

3) Cancellation: "The Shelter in Place has been canceled, the campus is safe."

D. Actions: 1) Get inside, stay inside, stay informed 2) Immediately clear students from outdoor areas 3) Close and lock classroom doors, close and lock windows and close window treatments, if available 4) Physical Education students should be taken to the gymnasium or multipurpose room and held there until the end of the shelter in place. 5) If possible, shelter as many students as possible in larger buildings before fallout arrives. The ability of students and staff to distance themselves from exterior walls and the roof make larger structures ideal. 6) Send someone to the emergency storage container to bring food and water back to the classroom. 7) Keep students quiet and away from doors and windows. Maintain a calm environment. 8) Ensure that the heating, ventilation, and air condition system is off. Turn off any other fans. 9) Seal major gaps under doors and windows with wet towels or duct tape. Allow some air exchange for breathing. 10) Take roll and prepare a list of missing students. 11) If parents or visitors are present, they should remain indoors at the site. 12) Parents who contact the site should be advised to stay inside at home until it is safe to pick up their children. 13) Tune in to local news for updates. 14) The principal or designee will direct other actions as required. 15) Remain in the designated area until contacted

### **Fire in Surrounding Area**

A. The school principal or designee will announce a shelter in place

B. Await further instructions from Petaluma fire Fire

C. Follow on site fire procedures:

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator. 2. The School Administrator will immediately call "911" initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area. 3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 4. The Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local fire department arrives. 5. The Security/Facilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles. 6. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation. 7. The Security/Facilities Team will notify the appropriate utility company of damages. 8. The School Administrator will notify the District Superintendent of the fire.

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9. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation. Comprehensive School Safety Plan 10. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so. 11. For fires during non-school hours, the School Administrator and the District Superintendent will determine if the school will open the following day. 12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

### **Fire on School Grounds**

A. Signal "Evacuation" fire bell. Help Students with Disabilities. Close, but do not lock doors. The office staff takes student emergency cards to the evacuation area.

B. Call 911. (Use a landline if possible, as cell phone contacts CHP).

C. Principal notifies (or assigns designee to notify) assistant principals, campus supervisors, support staff, on-campus childcare, and initiate District phone tree by calling 707-778-4890

D. Principal activates SEMS Plan (Standardized Emergency Management System) as needed.

E. If students are in classrooms: 1) Evacuate. Close but do not lock doors. 2) The teacher takes roll sheets and office staff takes student emergency cards to the evacuation area. 3) The teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).

F. If students are not in classrooms: 1) Reunite with students in the evacuation area 2) Follow the procedure above e. 3.

G. Follow the instructions of Law Enforcement and/or other competent authority upon their arrival. Have extra school maps available for authorities.

H. All Clear will be signaled by the Principal or their designee.

I. Principal debriefs staff, parents/community (Blackboard Connect, etc.) and students.

J. Follow Student Release Procedures (if directed by Superintendent)

### **Flooding**

Flooding on a school site may be caused by heavy rain, failure of a dam, or for coastal sites, a tsunami. A. Warning: 1) Method: direct communication with the principal or designee. 2) How Received: by telephone or notification from a civil agency or district administrator. B. The extent of the flood or tsunami and the estimated time before it arrives will dictate the course of action to be taken. The principal may initiate the following emergency actions: 1) Execute Action "Evacuate" (fire alarm), or 2) Execute Action "Student Release", or 3) Execute Action "Directed Transportation", or 4) Provide care for students at school.

### **Loss or Failure Of Utilities**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. For more detailed information, review the District's All Hazard Mitigation Plan.

Procedure 1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately. 2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING. 3. The School Administrator will notify the school site custodian and Maintenance & Operations Department and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator. 4. The Maintenance & Operations Department, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted. 5. The School Administrator will notify the District Superintendent of the loss of utility service. 6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility. 7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section Explosion/Risk of Explosion. Procedure - In the event of loss of water: 1. Principal will contact Superintendent. Superintendent will send designee to school site to assess school needs and feasibility of keeping school open. 2. Toilets: Maintenance and Operations may install portable toilets. During an emergency when M&O would be unable to access school site a temporary toilet may be made in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded). 3. Drinking Water: Principal will provide water stored for earthquake supplies that will be accessed and distributed to students and staff. 4. Food Service: Principal or Superintendent will contact Director of Nutrition and Food Services to assess possibility of providing food for students and staff. 5. Principals should purchase food and water for up to three days for students and staff. This food will be rotated annually by the Director of Food and Nutrition Services. Principal should contact Director of Food and Nutrition Services to arrange for purchase and rotation.

### **Motor Vehicle Crash**

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, see section Biological or Chemical Release. If a crash results in a utility interruption, see section Loss or Failure of Utilities. Procedure 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. 2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area. 3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 4. The School Administrator will call "911" and provide the exact location (e.g., building, area) and nature of emergency. 5. The School Administrator will notify the District Superintendent of the situation. 6. The Security/Facilities Team will secure the crash area to prevent unauthorized access. 7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives. 8. The First Aid/Medical Team will check for injuries to provide appropriate first aid. 9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so. 10. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

### **Psychological Trauma**

Crisis management at Mary Collins Charter School at Cherry Valley specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

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

Contact the Director of Student Services at the District Office for specific procedures relating to crisis management.

### **Procedure**

1. The School Administrator will activate the School Psychological First Aid Team, which has primary responsibility for providing

necessary assistance after all types of crises.

2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The team may determine the need for additional psychological support and will contact the Superintendent to request additional mental health support.

3. The Psychological First Aid Team will provide direct intervention services.

4. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.

6. The Psychological First Aid Team should isolate students from demonstrating externalized behavior.

7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.

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

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

Procedure 1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area. 2. The School Administrator will notify the District Office, Director of Food and Nutrition Services and the District's Nurse Coordinator. 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

### **Unlawful Demonstration or Walkout**

Step 1: Collect intelligence on upcoming events and important issues. At the outset of the school year, Mary Collins Charter School at Cherry Valley staff, safety personnel, and school police begin monitoring communication among students to collect intelligence on upcoming events or important issues. This includes monitoring of commonly used student communication channels, such as social Web 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 for McKinley has become the 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.

**OPERATIONS**

Section Chief: Rob Ruddell  
 Alternate 1: Schlueter  
 Alternate 2:

**Assembly and Shelter Team:**  
 1\* Akers-Bell  
 2\*\* Treu

**Communications Team:**  
 1 \* Ransom  
 2\*\* Kavanaugh

**Crisis Intervention Team:**  
 1\* Wolf  
 2\* Caudle

**First Aid Team:**  
 1\* O'Neil  
 2\*\* DJ Fagan  
 3\*\*\* PE Coach Dan

**Light Search and Rescue Team:**  
 1- Watt - Portables, Lodge, Laurel  
 2- Wicks - Madrone, Office, Library  
 3- McClure - Toyon, Manzanita,

**Maintenance/Fire/Site Security Team:**  
 1\* Whitt/Campbell  
 2\*\* Nahas  
 3\*\*\* Bailey

**MANAGEMENT**  
 EOC Director/INCIDENT COMMANDER:  
 Amy Schlueter  
 Alt. - Ruddell

PIO –Trinity Pellkofer  
 Safety Off – Keoni Yu  
 Liaison: April Derby

**LOGISTICS**

Section Chief: Howe  
 Alternate 1:  
 Alternate 2:

**Supplies & Staffing**  
 1\* Lewis  
 2\*\*

**Transportation**  
 1\* Johnson  
 2\*\*  
 3\*\*\*

**Student Release and Staff/Visitor Accounting Team**  
 1. Trisha Shew  
 2. \*\*Kathleen Miller  
 3. \*\*\*Dana Gottlieb  
 4. \*\*\*\* Karen Boaz  
 5. \*\*\*\*\* Caroline Canada

**PLANNING/INTELLIGENCE**

Section Chief: Ribeiro  
 Alternate 1:  
 Alternate 2:

**Situation Status Team:**  
 1\* Cozza  
 2\*\*

**Documentation Team:**  
 1\* Starr  
 2\*\*  
 3\*\*\*

**FINANCE/ADMIN**

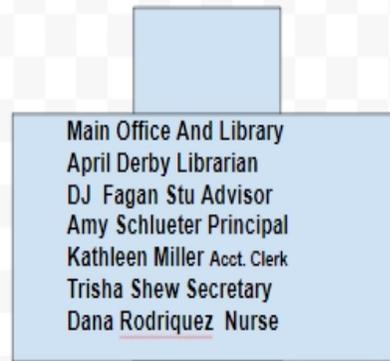
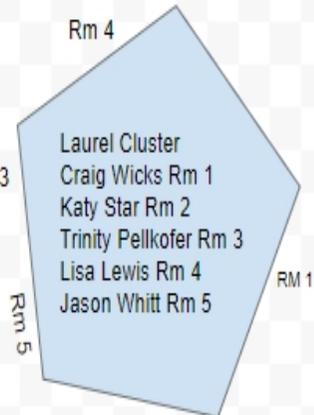
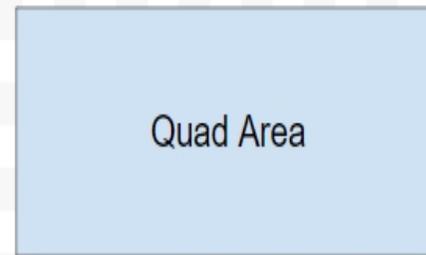
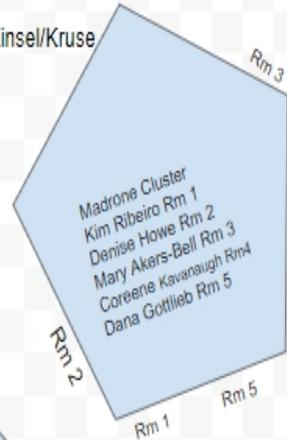
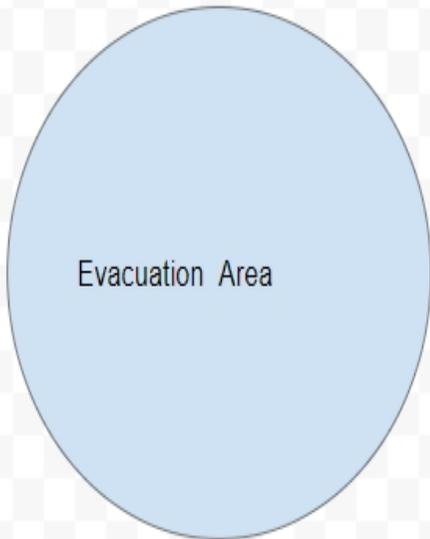
Section Chief: Trisha Shew  
 Alternate 1: Kathleen Wilson  
 Alternate 2:

**Recordkeeping Team:**  
 1\* Trisha Shew  
 2\*\* Kathleen Miller  
 3\*\*\*

Key  
 \* = Team Leader  
 \*\* = Alternate Team Leader  
 \*\*\* = Second Alternate Team Leader



- Sequoia Portables  
 Rm 1 Ruddell  
 Rm 2 Yu  
 Rm 3 O'Neil  
 Rm 4 Watt  
 Rm 5 Johnson  
 Rm 6 Bailey  
 Rm 7 Music Kinsel/Kruse



**Mary Collins Charter School at Cherry Valley  
 1001 CHERRY STREET**

Rm 1      Rm 2

# SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME) (     )		SIGNATURE		TODAY'S DATE			
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		City	Zip		
	DATE/TIME OF PHONE CALL		OFFICIAL CONTACTED - TITLE		TELEPHONE (     )			
<b>C. VICTIM One report per victim</b>	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip		
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE		
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)			
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
<b>D. INVOLVED PARTIES PARENTS/GUARDIANS SUSPECT</b>	VICTIM'S SIBLINGS							
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		
	1. _____		3. _____		2. _____		4. _____	
	2. _____		4. _____		1. _____		3. _____	
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE (     )	BUSINESS PHONE (     )
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	HOME PHONE (     )	BUSINESS PHONE (     )
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
	ADDRESS			Street	City	Zip	TELEPHONE (     )	
OTHER RELEVANT INFORMATION								
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**