Comprehensive School Safety Plan

2025-26
School Year

School:	Sierra-Plumas Joint Unified School District / Sierra County Office of Education
CDS Code:	46-70177/46-10462
District:	Sierra–Plumas Joint Unified School District / Sierra County Office of Education
Address:	Loyalton, CA 96118
Date of Adoption:	September 09, 2025
Date of Update:	
Date of Review:	
- with Staff	September 09, 2025
- with Law Enforcement	
- with Fire Authority	

Approved by:

Name	Title	Signature	Date

Table of Contents

California Comprehensive School Safety Plan (CSSP) Overview 5

Safety Plan Vision 6

Components of the Comprehensive School Safety Plan (EC 32281) 7

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 17

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 19

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 24

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 24

(E) Sexual Harassment Policies (EC 212.6 [b]) 25

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 25

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 25

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 25

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 26

(K) Hate Crime Reporting Procedures and Policies 27

(J) Procedures to Prepare for Active Shooters 27

Procedures for Preventing Acts of Bullying and Cyber-bullying 27

Opioid Prevention and Life-Saving Response Procedures 27

Response Procedures for Dangerous, Violent, or Unlawful Activities 27

Instructional Continuity Plan 28

Introduction and Purpose of the Instructional Continuity Plan (ICP) 28

Engagement with Pupils and Families 28

Access to Instruction 29

Instructional Continuity 32

Access (Equity, Accessibility, and Inclusion) 33

Professional Learning 35

Well-Being and Support Services 35

Site-Based Collaboration 36

Return to Site-Based Learning 36

Integration with Comprehensive School Safety Plan (CSSP) 36

Review and Updates of this Instructional Continuity Plan (ICP) 37
Procedures for Immigration Enforcement Notification 38
Procedures Regarding Pupil Smartphone Use During Emergencies 40
Safety Plan Review, Evaluation and Amendment Procedures 41
Emergency Contact Numbers 42
Safety Plan Review, Evaluation and Amendment Procedures 43
Sierra-Plumas Joint Unified School District / Sierra County Office of Education Incident Command System 50
Incident Command Team Responsibilities 51
Emergency Response Guidelines 52
Step One: Identify the Type of Emergency 52
Step Two: Identify the Level of Emergency 52
Step Three: Determine the Immediate Response Action 52
Step Four: Communicate the Appropriate Response Action 52
Types of Emergencies & Specific Procedures 53
Aircraft Crash 53
Animal Disturbance 53
Armed Assault on Campus 53
Biological or Chemical Release 54
Bomb Threat/ Threat Of violence 54
Bus Disaster 56
Cardiac Arrest 57
Disorderly Conduct 57
Earthquake 58
Explosion or Risk Of Explosion 58
Extreme Weather 59
Fire in Surrounding Area 59
Fire on School Grounds 59
Flooding 59
Loss or Failure Of Utilities 61

Motor Vehicle Crash 61
Pandemic 61
Psychological Trauma.....61
Suspected Contamination of Food or Water 61
Tactical Responses to Criminal Incidents 61
Unlawful Demonstration or Walkout.....62
Emergency Evacuation Map.....63

California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at www.sierracountyschools.org.

Safety Plan Vision

Components of the Comprehensive School Safety Plan (EC 32281)

Sierra-Plumas Joint Unified School District / Sierra County Office of Education Safety Committee

Assessment of School Safety

In the school year of 2023-2024, zero crime reports were made.
In the school year of 2024-2025, zero crime reports were made.

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

Sierra County residents are aware that the following may characterize major emergency situations:

- There is little advance warning.
- Highways may be closed.
- Telephones and other major utilities may be out for several days.
- In a major disaster, deaths and injuries will exceed the capacity of our health facilities.
- Because government and school agencies are limited in their capabilities, it is likely that our school and our nearby community would be self-sufficient for a time and may be required to provide shelter to the immediate community.

The objectives of our plan are the following:

1. To provide a plan for action which will assist school personnel in minimizing injuries and loss of life of students and staff during an emergency;
2. To provide a plan to equip school personnel and school facilities to meet the needs of students, staff members, the community and local/state law enforcement and health officials during an emergency;
3. To provide a safe and orderly environment conducive to learning;
4. To assist in the safety and protection of our students and school personnel immediately after a disaster; and
5. To arrange for a calm and efficient plan for parents to retrieve their children from school if necessary.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Action Plan Summary

A. Teachers Will:

- Give "Duck, Cover and Hold On" instructions in event of earthquake.
- Evacuate building in case of fire or after an earthquake.
- Take emergency folder and evacuate students to assigned area on yard.
- Hold students in assigned yard area, take roll, and wait for further instructions.
- Remain with class and report anyone who is missing.
- Take appropriate first aid action.
- Not re-enter buildings until deemed safe by authorities.
- Dismiss students to go home only to parent/or authorized adult. Children must be signed out by parent/or authorized adult.

B. Assigned School Personnel Will:

- In the event of a fire, shut off gas, electricity and water (in that order). (Custodians, maintenance personnel)
- In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
- Set up and coordinate a first aid center.
- Report to site administrator for further instructions.
- Assume assigned emergency response roles: i.e., coordinate a first aid center, engage in search and rescue tasks, supervise students, secure gates, etc.

C. Site Administrator's Office Will:

- If telephones are operable: notify 9-1-1 (Sierra County Sheriff) and the school district office for Level 2 & 3 emergencies, District Office for all emergencies; and monitor incoming phone calls.
- Establish communication with the school district office.
- Maintain communication with staff and outside agencies.
- Assign available adults to tasks as needed.
- Site administrator to decide if evacuation to a designated shelter is necessary.

Special Information for Parents

Our school district has evacuation and emergency plans in order in case of a disaster. A complete School Safety Plan is available at the Sierra-Plumas Joint Unified School District Office.

A. Crisis Information

Parents will receive initial information by the "Emergency Phone Notification System" or by a "emergency phone tree" telephone call (i.e., where teachers or others have a list of parents to notify in case of a school emergency when the Phone Notification System is not working).

Do not come to or call the school! Each school will designate a parent gathering center where parents will be informed and, when possible, pick up their children.

B. Parent Gathering Places

- Loyalton Schools:
1) Holy Family Catholic Church or
2) Loyalton Elementary School

- Downieville Schools: Yuba Theatre (park in corner parking lot)

C. Student Dismissal

In the event of a major earthquake, school will not be dismissed, and children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

If the site administrator or teacher in charge determines that students are to be dismissed following a crisis event, they will be transported to the parent gathering place, where their parents can pick them up, or be dismissed to return home by the usual method.

D. Picking Up Your Child

Students will be released at the designated gathering center. After signing the Student Release form, your child (and any other children you are authorized to pick up) will be released to you. Only teachers, children and parent volunteers will be allowed onto

the playground.

Do not remove your child or any other child from school or gathering areas without having signed your name on the emergency release form. This provides a record of each child's location.

Many of you may not be able to reach school by automobile or phone. If conditions make it necessary, we will release your child to the adult indicated on your child's "Emergency Release" form. We will keep a written record of the child and the adult to whom the child has been released.

If children are caught in a disaster between home and the school, it is recommended they go immediately to school.

E. Food and Water Supply

In the event that children would need to remain on campus for several hours after any sort of a disaster, we have a supply of food and fresh water. However, the supply is limited.

F. First Aid

School personnel have been trained in first aid and CPR. Each school office has a specially designed disaster kit containing appropriate supplies.

1. Introduction

Purpose
In the event of a widespread emergency it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. The school may need to be self-sufficient for a time and may be required to provide shelter to the immediate community.

Levels of Emergencies
Services are described by one of the following three levels:

- Level One Emergency: A localized emergency which school district personnel can handle by following the procedures at their own site. Examples: power outage, minor earthquake, tragedies affecting students.

- Level Two Emergency: A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

- Level Three Emergency: A major disaster, clearly beyond the response capability of school district personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and response time from major supportive agencies may be seriously delayed and/or impaired.

Authorities and References
This Safe Schools Plan is based on federal and state law, as well as the District's adopted policy and administrative regulations.

Plan Implementation
This Safe Schools Plan will be:

- Initiated by the superintendent, site administrator or designee when conditions exist which warrant its execution.
- Implemented by all staff that will remain at school and perform those duties as assigned until released by the site administrator.
- Reviewed at least annually.

- To fully implement this plan each school shall have:

o A working PA system available in all rooms and areas with students and staff

o Rooms that are lockable from the inside
o Drapes or other covering for all windows
o Telephones in all rooms for communication purposes

2. Planning

A. Hazard Assessment

Each school year, prior to the arrival of the teaching staff, the site administrator and maintenance staff will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas.

B. Staff Orientation/Training

All school staff will be oriented to this Plan by the site administrator and/or designee at the beginning of each school year.

Emergency Preparedness Week will be held no later than the second week of school. During this time each drill will be practiced and evaluated for effectiveness.

Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

C. Drills

In accordance with state law:

- Fire drills will be conducted on a monthly basis.
- An earthquake "Drop, Cover and Hold On" drill will be held each quarter. for elementary schools and once each semester for secondary schools.
- Test earthquake plan, or portions thereof, on a rotating basis, at least two (2) times during the school year.
- All students and staff will participate in these mandated drills.
- Substitutes and volunteers will be instructed by staff on drill procedures, including location of the emergency binder containing a current student roster.
- All drills will be recorded on the Emergency Drills form.

D. Evacuation Routes and Emergency Signals & Procedures

The site administrator is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

Emergency signals & procedures will be posted in each classroom, library and office. Each classroom will have an emergency binder containing:

- A summary of emergency procedures.
- Current class roster. High schools will have a roster for each period of the school day.
- "Pick-up" information for each student.
- Emergency phone/cell numbers in case of separation from the main group.

E. Emergency Signals:

- FireFire drill bell
- Earthquake drillAir horn or PA announcement for drill
- Secure BuildingPA announcement or three short bells
- Return to building Short whistle blasts or PA announcement
- All ClearOne long bell, or PA announcement

In the event the PA or bells are not working, runners will be used to inform staff and students.

F. Parent Communication/Responsibility
Pertinent components of this Plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child at a pre-designated place in the event of an emergency. (School campus pickup may be inappropriate in some emergencies.)

G. Supplies and Equipment
Disaster supplies and equipment are maintained at each site as follows:

- First aid kits and other search and rescue supplies which may be needed during the first few hours following an emergency located in each school office.
- Tools for shutting off the utilities at each shut-off location.

H. Emergency File
An Emergency File containing Student Release information for all students and blank Student Release-Permission Slips will be maintained in the school office marked “EMERGENCY FILE”, and will be taken by the school secretary whenever the school building is evacuated.

3. Communications

Phones

- During an emergency, telephones and cell phones will only be used to safely report emergency conditions or to request emergency assistance.

- In the event that telephone and/or electrical service is interrupted or it is unsafe to use a cell phone, other means must be relied upon to relay information. Runners will be utilized within the school building and on school grounds.

Public

It is the responsibility of the superintendent to disseminate information to the public.

Site administrator or designee will:

- Notify the district/county office of the school's status/needs.
- Designate staff member(s) to monitor all communications.

Parents will be notified of an emergency and where to go to receive information using the “Emergency Phone Notification System”. Each school will also have a "emergency phone tree" plan for parent notification in the event the Emergency Phone Notification System is not working. Parents/staff will be reminded during the Emergency Preparedness Week to have a land line phone for emergency use.

Communications in the Event of a School Site Lockdown

When deemed appropriate by the superintendent or designee, the following communications will take place to the greater school community:

- A text message and email with information about the situation will be sent to all families using our mass email and text communication system. An entry on the District's Facebook page with the same information will also be posted.

- An all-call phone message will be generated to the entire school community addressing the status of the lockdown and directives for parents in what course of action the school desires parents to take.

- If time permits before students are excused, a letter will be drafted by the superintendent or site principal and sent home with each student addressing the situation and the district's response.

- If necessary, all resources with local law enforcement and their communication protocols will also be utilized.

4. Emergency Actions

When an emergency occurs, it is critical that every staff member take immediate steps to protect themselves and others.

The following Emergency Actions are detailed in Section II, EMERGENCY ACTIONS. Each staff member must become familiar with each Emergency Action and be prepared to do assigned responsibilities.

All students are to be taught and to practice what their actions are when the following Emergency Actions are implemented:

1. Leave Building
2. Stand-By Lockdown
3. Secure Building/Shelter in Place
4. Evacuation/Directed Transportation
5. Duck, Cover, and Hold On
6. Return to Building
7. All Clear
8. Convert Building

This Safety Plan establishes procedures to be followed which will nullify or minimize the effects of the sixteen emergencies listed below and covered in Section 3.The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this Plan are:

- Bomb Threat
- Hazardous Materials
- Civil Disobedience
- Earthquake
- Explosion and/or Threat of Explosion
- Fire
- Broken water/sewer mains/Flood
- Irrational Behavior
- Loss of Utilities
- Personal Emergencies
- Rabid Animal/Animal Disturbance
- Severe Weather
- Weapons Fired
- Medical Emergency (epidemic)
- Threat Condition Red/War
- Medical/Health emergency

See Section III for detailed information for each emergency.

5. Responsibilities

A. Site administrator or Designee

- Assume overall direction of all emergency procedures based on procedures and actions outlined in this Plan.
- Good judgment, based upon the facts available in any emergency situation, is of paramount importance.
- This Plan should not be considered as a restriction to judgmental prerogatives.
- Assign school personnel to emergency committees as deemed necessary. Personnel may have duties in addition to those listed below.

- Establish and contact the County/District office at (530) 993-1660 and if severe crisis Sierra County Office of Emergency Services at (530) 289-2850.

B. Office Staff
- Provide assistance to site administrator by handling telephones, monitor radio emergency broadcasts, assist with health emergencies as needed, acting as messengers, etc.

C. Teachers
- Responsible for the supervision of students in their charge.
- Direct evacuation of students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders.
- Give "Duck, Cover and Hold On" command during an earthquake or in a surprise attack.
- Take roll when class relocates in an outside or inside assembly area or at another location.
- Report missing students to site administrator.
- Send students in need of first aid to school nurse or person trained in first aid. Acquire first aid for those unable to be moved.

D. Instructional Assistants/Aides
- Assist teacher.

E. Custodians/Maintenance Personnel
- Examine buildings and plant for damage, provide damage control.
- Keep site administrator informed of condition of school.
- Assist as directed by the site administrator.

F. Bus Drivers
- Supervise the care of children if disaster occurs while children are in bus.
- Transfer students to new location when directed.
- Assist custodian in damage control.
- Transport individuals in need of medical attention.

G. Nurses/Health Assistants
- Administer first aid.
- Supervise administration of first aid by those trained in it.
- Organize first aid and medical supplies.

H. All Other Employees
- Report to site administrator for directions.

6. General Crisis Management Plan

A. Site administrator, or in their absence, the teacher-in-charge, will take charge immediately:
- Notify the District/County Office, 530-993-1660, Ext 100, 150, or 151.
- (Superintendent Cell 530-608-0805)
- (Business Manager Cell 530-414-6318)
- Provide immediate, accurate information about the incident to staff, students, parents, and other district staff.
- Coordinate with the police, fire department and EMTs as necessary.
- Assign roles.

B. Secretary:
- Supervise front activities.
- Account for students, injuries, absences, etc.
- Have ready map of school and accountability report, and school roster for each class.

C. Instructional Aides/Classified employees

- Supervise grounds.
- Notify and assist teachers in implementing plan.
- Assist site administrator in checking out all rooms in case of evacuation order.

The Emergency Teams will include:

o Emergency Operations/Command Team
- Site administrator and front office staff
o Search and Rescue Team
- Aides and classified staff
o First Aid Team
- Designated staff
o Student Supervision
- Teaching staff and aides when available
o Accounting
- All teaching staff
o Parental Assistance/Information
- Site administrator will designate staff
o Building Security
- Maintenance/Custodian
o Crisis Intervention
- Counselor/Sierra County Health or Social Services

Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

7. Team Responsibilities

A. Search and Rescue Team (All aides)

- Obtain any equipment, supplies, or instructions to help in the search. (Emergency two way radios are available at the District Office.)
- Always work with a partner.
- Search designated area to find injured and/or missing persons. Pay close attention to restrooms, office, classrooms, storage areas.

o Explore each room visually, vocally, and physically.
o Look, call out for replies and actively search.

- Have one team member stay with an injured person while the other reports to the first aid team.
- Report any damage noticed.
- Mark unsafe areas.
- Report information to the command center (front office).
- Assist any team that needs help.

B. First Aid Team (Site administrator will designate)

- Obtain equipment, supplies, and instructions to begin responsibilities.
- Meet at the first aid station (the office).
- Always work with a partner if you leave the station.
- Communicate with search and rescue team. If necessary go to the team to assist with an injured person.
- Provide first aid for each victim.
- Document all victims removed from the site for medical care.

C. Accounting Team (All Teachers)

- Interpret meaning of warning signal or recognize the signs such as earth tremors.
- Give command to students. E.g. Drop, Cover (under desk, table, door entry), Hold On, wait for instructions to leave the building–given by teacher, or prearranged signal.
- Determine if anyone is injured.

- Give first aid if necessary.
- Cooperate with teachers near you in student assembly area.
- Evacuate building when directed and go to your designated fire drill position, or to bus staging area if so directed. Take emergency Binder, take roll, and fill out an emergency status report if necessary. Give to an administrator/designee.
- All staff will walk with their class to assigned area in the student assembly area.
- Supervise and reassure students throughout emergency.
- Accompany students if they are evacuated and assist in signing them out to parents or other designated person.

Personal Emergencies

A. Student, Staff or Visitor
1. Notify site administrator, call 9-1-1.
2. Provide privacy for the person.
3. Provide appropriate first aid.

B. Problems affecting the whole school (e.g. student accident, death, or other emergency)
1. Notify the Superintendent
2. Notify all faculty members of the details of the crisis as they are currently known and keep them updated on details. If a crisis takes place at night or over the weekend, this notification would go out as soon as possible prior to the start of the next school day.
3. Notify the school's parent organization so that they can be involved during the resolution and follow up phases.
4. Request assistance from other schools to ensure adequate personnel to deal with the situation.
5. Encourage students to express their feelings regarding the crisis.
6. Notify the parents of severely affected students to prepare them for their child's arrival home.
7. Provide a "roaming" substitute teacher who can cover for a teacher who is too upset to carry out their duties. Make a counselor available to faculty and staff.
8. Each school will handle in an appropriate manner, using counselors or Sierra County Mental Health personnel.

Health/Medical Emergency

Contagious diseases can have a profound impact on our schools and communities. Procedures need to be in place to help prevent and mitigate the effects diseases such as seasonal flu, and a flu epidemic or pandemic, or other infectious disease.

Season flu outbreaks happen in the fall and winter. Staff are urged to be vaccinated.

A. Prevention
1. Every year review good hygiene habits with students.
a) Cover coughs.
b) Wash hands thoroughly for at least 20 seconds.
c) Stay home if ill.
d) Each class room should have a supply of waterless hand sanitizer for student and staff use.

B. Mitigation
1. If an outbreak occurs:
a) Separate students as much as possible, i.e., move desks further apart, seat further apart at tables.
b) Send any sick children home immediately, or take other measures to isolate at school if parents unavailable.

Each school will conduct prevention activities every year during Emergency Preparedness Week to instruct students on these activities and the necessity for such.

C. In the event of an epidemic or pandemic flu or other medical emergency:
1. The District/County Office will work directly with the Sierra County Health Department and the Sierra County Office of Emergency Services.
2. These agencies may:

a) Close the schools.
b) Use the facilities for emergency hospitals, child care, feeding facilities, or other uses as needed.

D. At the first sign of an epidemic or worse, teachers will:
1. Closely monitor students for illness and report to the office.
2. Implement the mitigation strategies listed above.
3. Prepare emergency lessons that can be sent home with students in the event of school closure. These should be for at least 2 weeks. (Unless alternate continuing education means is available, such as posting assignments on the school web site.)

Evacuation Routes

Each school needs evacuation routes outlined on a school plot plan displayed at the main exit of each facility and room that houses students and/or staff. These routes should be followed during each drill and/or emergency. Each school should have a pre-designated location with an alternate location for all students/staff to assemble for roll call.

The evacuation routes for Downieville, Loyalton Elementary, Loyalton Middle School and Loyalton High School and Sierra Pass School also need to be in the County/District office for inclusion in Emergency Binders.

Contents of Emergency Binder

Front of binder will be green to use to signal "all accounted for".

A. Each classroom will have an emergency binder containing:
- Signals & actions.
- Summary of emergency procedures.
- Up-to-date class roster. Middle and high schools will have a roster for each period of the school day.
- "Pick-up" information for each student in case class becomes separated from main group.
- Emergency phone/cell numbers in case of separation from the main group.
- Accountability report forms.
- Evacuation route and alternate route.

Signals & Actions

B. Fire Alarm = Leave Building
- Teachers and Students:

a) Evacuate building following posted route or alternate route if primary route is blocked.
- Teachers:

b) Turn out lights.
c) Close windows.
d) Make sure rooms are empty and unlocked.
e) Take Emergency Binder.
f) At evacuation site take roll to ensure all students are accounted for. Respond by reporting any missing students or other personnel to secretary or other designee.

C. Three Short Bells or Whistle Blasts = Remain In / Return to Building
- Teachers and Students:

a) Duck Cover and Hold On in safe place away from windows, under tables or desks, away from light fixtures.
b) If outside, take cover inside the nearest building if possible.
c) If ground is shaking, Duck, Cover and Hold On.
- Teachers:

d) Close blinds and lock doors.
e) Tell students to Duck, Cover and Hold On.

D. One Long Bell = All Clear Signal

Emergency Action Summary

There are three basic emergency actions with some modifications to meet the requirements of different emergency events:

- Evacuate
- Lockdown
- Shelter in Place/Secure Building

A. Evacuation: Fire, Bomb Threat, Threat of Explosion

- At sound of fire bell everyone evacuates following the posted route or alternate route in an orderly fashion.
- Close windows and doors.
- Take emergency binder.
- Teacher takes roll and reports any missing students.
- At the "All Clear" signal return to building.
- Discuss fears/concerns of the students.

B. Standby Lockdown:

- The situation isn't critical enough to warrant the disruption of teaching but is serious enough to not want students outside or unsupervised.
- All students and staff are instructed to remain in their designated room with the door locked.

C. Shelter in Place/Lockdown:

- When notified by PA, or other means:

a) Lock and secure all outside doors.
b) Cover all outside windows.
c) Students and staff "Duck, Cover & Hold On" away from windows and light fixtures.
d) All equipment and lights turned off.
e) No noise or talking.
f) Only open door or release from lockdown when notified by person you know.

D. Earthquake

- Earthquake procedure is a combination of Shelter in place and Evacuation.
- For drill when air horn blows, or ground starts shaking, teacher commands "Duck, Cover and Hold On".
- Students immediately take cover under desks or table and hold on.
- When earth stops shaking or the fire bell sounds, students and teacher follow the Fire procedures.

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

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.
Definitions
Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice site administrator, site administrator, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)
Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)
Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

SIERRA COUNTY SHERIFF
DOWNIEVILLE
100 Courthouse Square
Downieville CA 95936
(530) 289-3700

LOYALTON SUBSTATION
61050 State Route 49
Loyalton CA 96118
(530) 993-4479

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

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the site administrator, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the site administrator as soon as possible after the initial telephone report to the appropriate agency. When so notified, the site administrator shall inform the Superintendent or designee.

The site administrator so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the site administrator may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, site administrator, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

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

Disaster Plan

1. Leave Building

A. Announcement
- Fire alarm (bell).

- Provided time is available, make an announcement in person directly or over the public-address system which will indicate the nature of the emergency event.
- Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

B. Description
- The orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety.
- This action should be followed by another action or a return to school buildings and normal class routine.

o All clear signal, one long bell.
- Use Emergency Phone Notification System when appropriate.
- Site administrator and designees will check every room in building to be certain no students remain. Communication via 2-way, walkie-talkie.

C. When Used
- This action is considered appropriate for, but is not limited to, the following:

a) Fire
b) Bomb threat
c) Chemical accident
d) Explosion or threat of explosion
e) Post earthquake
f) Other similar occurrences which might make the school buildings unsafe.

2. Stand-By Lockdown

A. Announcement
- An announcement in person directly or over the public address system.
- Example: "Your attention please. STANDBY. (Pause) STAND BY. (Pause) Additional information to follow."
- Use messengers with oral or written word as an alternate means of faculty notification.

The situation isn't critical enough to warrant the disruption of teaching but is serious enough to not want students outside or unsupervised. All students and staff are instructed to remain in their designated room with the door locked.

B. Description
- If outside, teachers are to return students to their classrooms.
- If inside, teachers will hold students in classrooms pending receipt of further instructions.
- This action must be followed by another action or a return to normal school activities.

o All clear signal, one long bell.

C. When Used
- This action is appropriate for all disasters or emergencies, except those that occur without warning.

3. Secure Building/Shelter in Place

A. Announcement
- An announcement in person directly or over the public address system.
- Example: "Your attention please. (Pause), SECURE BUILDING, or INTRUDER. (Pause) SECURE BUILDING.
- Teachers should initiate this action anytime they hear extremely violent behavior, i.e., shots, etc., outside their classroom.
- Use messengers with oral or written word as an alternate means of staff notification when safe to do so.
- Students outside classrooms will walk to the nearest rooms quickly on hearing three blasts of whistle.

B. Description
- Teachers and other staff members are to immediately lock doors and have students lie on the floor.
- While students are getting on floor, close any shades and/or blinds if it appears safe to do so.
- Teachers and students are to remain on the floor until a staff member they recognize assures them that it is safe to

unlock doors.

- During an activity period, or outside, students should take shelter in a building if possible; otherwise, run in a zig-zag pattern to shelter, cover and hide until the all clear signal.
- If a student were in the halls or bathrooms, remain inside until found by staff or hear the all clear signal.
- If any students anywhere on campus hear gunshots they are to remain inside until found by staff or hear the all clear signal.
- Not in classroom: go to closest room, take cover. Help secure the room and then take cover, remain silent until the all clear signal. People will be checking the doors, so do not respond to any attempts to open doors.
- If necessary, tape bottom of doors, and vents. (chemical spill)
- Use Emergency Phone Notification System for parents as soon as possible.

C. When Used

- This action is considered appropriate for, but not limited to, the following:

a) Extreme Violence
b) Gunfire
c) Violent intruder
d) Animal on campus
e) Chemical spill
f) Threat of explosion

4. Evacuation/Directed Transportation

A. Evacuation

- Announcement

a) Fire bell or PA notification.
b) Use messengers with oral or written word as an alternate means of staff notification.

- Description

c) Students and teacher evacuate building using posted route. Teacher takes Emergency Binder.
d) Close all windows and doors.
e) Teacher takes roll and reports any missing students.

- When Used

f) Fire or threat of fire
g) Bomb threat
h) Threat of explosion if time to evacuate. If not, Duck, Cover and Hold On

B. Directed Transportation

- Announcement

a) Use PA system to move students to bus staging area. Or follow regular fire evacuation procedures and wait further information.

- Description

b) Students evacuate to bus staging area to board buses.
c) Teacher: Take emergency binder.

- When Used

d) Students need to be transported to another site.
e) After a school lock down, in order for their parents to pick them up or to be transported home.
f) To remove students from hazardous materials.
g) To re-route buses due to road hazards.
h) For non-school emergency use this action will be initiated only by action of the Superintendent and/or upon the direction of Sierra County Office of Emergency Services.
i) It is deemed appropriate for use during any disaster in which a requirement exists for additional medical facilities or Congregate Care Centers.

5. Duck, Cover, and Hold On

A. Announcement

- An oral command to "Duck, Cover and Hold On" (repeat as needed) given by the teacher or other staff member who realizes that an earthquake is occurring.

B. Description

- When inside

a) Upon the command "Duck, Cover and Hold On", students and staff should immediately drop to the floor, get under their desk and hold on. Desks should be arranged so that they do not face windows. Teacher will close curtains.

- When outside

b) Upon the command "Duck, Cover and Hold On", students and staff should immediately move away from buildings and other objects which might topple over.

- Use Emergency Telephone Notification System if appropriate.

C. When Used

- This action is appropriate for:

a) Earthquake
b) Explosion
c) Surprise Attack
d) Intruder

- Earthquake

e) Earthquake drill will be announced with an air horn. Students will immediately "Duck, Cover, and Hold On" away from windows, under desks, tables.
f) Evacuate building when the "All Clear" signal sounds. (one long bell.) Follow procedures for Evacuation/Fire.

6. Return to Building

A. Announcement

- Teachers on duty will blow three short blasts on their whistle.

B. When Used

- This action is to be taken when students are outdoors and a crisis requires that they immediately return to the building.

a) Dangerous animal on campus
b) Intruder
c) Lightning

7. All Clear

A. Announcement

- In person directly or over PA system. May also be one long bell.

B. Description

- This action signifies the end of the action that had been initiated.
- Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.
- Use Emergency Telephone Notification System if appropriate.

C. When Used

- This action is used as the final action to conclude:

a) Duck, Cover and Hold On
b) Leave Building
c) Secure Building
d) Stand-By

e) Take Cover

8. Convert School

A. Description

- During School Hours

a) Dismissal for all classes, followed by action to go home, or if the situation dictates, hold students at school for temporary care.

b) Conversion of the school into an Emergency Hospital, First Aid Station or Congregate Care Center. (Congregate Care Center is operated by officials of the Department of Health and Human Services or the American Red Cross.)

c) This action will normally be preceded by one or more of the other Emergency Actions.

- Other than School Hours

d) Alerting school employees.

e) Suspension of scheduled classes. Use Emergency Telephone Notification System. Notify District Office for assistance by other means.

f) Conversion of the school into an Emergency Hospital, First Aid Station or Congregate Care Center.

g) When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

B. When Used

- This action will be initiated only by action of the Superintendent and/or upon the direction of officials from the Sierra County Office of Emergency Management, Department of Health and Human Services or upon the request of the American Red Cross.
- It is deemed appropriate for use during any disaster in which a requirement exists for additional medical facilities or Congregate Care Centers.

Stranger or Intruder on Campus

A. Signage

1. All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

"All visitors entering school grounds on school days between (school hours) must register at the main office. Failure to do so may constitute a misdemeanor. California Penal Code 627.2. "

B. Procedure

****Use ALICE Procedures/Training as implemented in 2018****

1. The signal will be given over the intercom, or other warning device, that there is now in effect a STAND-BY or SECURE BUILDING.

a) Where there are no bells or PA systems, site administrators and/or designee will act as runners to notify staff of LOCK-DOWN.

2. As soon as a decision is made to lock down the school, administration will notify law enforcement using 9-1-1.

3. If students are in class at the time of the signal,

a) Staff will:

- Explain that there is an emergency;
- Lock the classroom doors;
- Have students lie on the floor;
- Close blinds and take any possible precautions to protect others from possible broken glass; and,
- Remain locked in offices until advised to move personally by administration or public safety officer or an all clear signal.

b) Site administrator will:

- Act with custodians to check locks on all exterior doors and classroom doors, and if possible, gates to school grounds to keep outsiders out until problem is resolved;
- Designate a person to coordinate with public safety personnel at their command post; and,
- Make sure that a site map and key set are available to safety personnel.
- Be available to deal with the media/press and bystanders to keep site clear of visitors.

- Notify parents of where to go to receive news, and their students when crisis is over.

4. If students are not in class at the time of the signal,

a) Teachers will:

- Assist administration in moving students into the nearest safe building available;
- Lock doors of room if possible. If lock is on the outside of the door, rubber door stops can be placed behind doors to secure;
- Remain with students to maintain order;
- Keep students in a safe area until advised by administration or public safety personnel to move or that there is an all clear signal; and,
- Avoid, if possible, large open areas such as the library, gym, lawns or parking lots.

5. All-Clear signal will

a) Be given after consultation with the senior public safety officer on the scene; and/or

b) Be a personal notification by the senior administrator. Staff is not to act upon bells or PA messages without this personal notification.

Stranger or Intruder In The School Or District Office

In the case of a dangerous or extremely hostile person in the office:

a. All uninvolved staff should leave the office and move to a safe location and call 9-1-1.

b. Adult runners should go to each classroom (out of view of the office) to announce the SECURE AND HOLD action.

Adaptations for Students with Disabilities

When students with special needs are not with their general education classroom, the special education staff assigned to those students will escort the child to the general education teacher wherever they have assembled.

In the case that a child is more severely handicapped, an appropriate emergency plan will be written into the student's IEP to be followed by the special education staff.

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The district had an unduplicated total of 11 students suspended during the 2023-2024 school year. The district had an unduplicated total of 23 students suspended during the 2024-2025 school year. No students were suspended for a total of fifteen days.

In the 2023-24 school year, no students were expelled.
In the 2024-25 school year, no students were expelled.

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

The District has procedures regarding notification of dangerous students based on the California Education Codes #49079, 44810, 44811, 48900, 48911(h), 49915.5, and 49915(b) and (c). There are also policies in place addressing employee security and workplace

violence prevention.

California Education Code #49079 requires that teachers are notified when one of their students has engaged in behavior that has resulted in suspension or expulsion as defined under California Education Code #48900 and related subsections. This provision is to include notification of this behavior for the prior three years, assuming the District has knowledge of such behavior.

- In order to comply with this requirement, the following procedures are in effect: 1) At the beginning of each school year, office staff run a query from the student information system to come up with a list of students who have been suspended or expelled in the previous 3 years. This list is given to every teacher that has contact with the students on it. 2) All suspensions during the year are logged into the Student Information System. As students are suspended, a notice of suspension is copied to the student's teacher and student's cumulative file. 3) Each teacher has a computer with access to the Student Information System. This provides teachers the ability to access all disciplinary history for their students. 4) The Principal reviews the Cumulative File for all new students who enroll throughout the year to check their disciplinary history and to notify classroom teachers of previous suspensions or dangerous behaviors.

- These procedures will ensure that teachers have the three previous year's information, along with updates as they occur during a given year.

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

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

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

Each school site in the Sierra-Plumas Joint Unified School District has provided safe ingress and egress for students and staff, including drop off areas at the front of schools and specific arrival and departure procedures for bus students. At the beginning of each school year personnel discuss school rules and safety procedures with students.

Under the Americans with Disabilities Act, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. Trained staff assist individuals with disabilities.

The Sierra-Plumas Joint Unified School District encourages walking, bicycling, or scootering to school. If children must be driven by car, carpooling is encouraged. Safety is emphasized, whatever the mode of transportation. It is everyone's responsibility to know the traffic laws surrounding the school, including appropriate speed limits, and to obey them.

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

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Sierra-Plumas Joint Unified School District / Sierra County Office of Education Student Conduct Code

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

A hate crime is defined by the U. S. Congress as a "criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, ethnic origin or sexual orientation."

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the site administrator or designee. The site administrator or designee shall contact law enforcement, if deemed appropriate.

If the student believes that the situation has not been remedied by the site administrator or designee, he/she may file a complaint in accordance with district complaint procedures.

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

Student, site administrator or staff shall complete the Hate Motivated Behavior Reporting Form and submit to the site administrator or District Office.

Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board Policy and Administrative Regulation.

(J) Procedures to Prepare for Active Shooters

A. Report of Weapons Fired on Campus or Near School
1. Students will immediately get on the floor. Action: Duck, Cover and Hold On
2. Close windows and curtains.
3. Notify police department using 9-1-1.
4. Safety is the main concern. Keep everyone in an area under cover and concealed if possible. Stay behind solid walls and doors. Keep away from windows.
5. If the suspect is seen, do not engage the suspect. This could generate a hostage situation.
6. If the suspect is outside, try to keep him/her outside. If it is safe, lock the entry doors.
7. A suspect should be considered armed, unstable and extremely dangerous.
8. Have a special/pre-arranged all-clear signal when situation/school is safe/secure.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 24, 2025, and adopted by Sierra-Plumas Joint Unified School District / Sierra County Office of Education on June 24, 2025, to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Sierra-Plumas Joint Unified School District / Sierra County Office of Education will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- X Short messaging service (SMS)
- X Phone Calls
- X Email
- School Portal
- X Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

SPJUSD/SCOE has multiple communication methods that enable us to communicate on or off-site, and with or without power. These include our all-call system, emails, SMS messaging, Facebook, and both school and district websites. In the event of unforeseen events such as power outages or damage to infrastructure, we will activate a layered communication approach to ensure continued two-way communication with staff, students, and families.

We work closely with law enforcement and county emergency services to ensure accurate, timely messaging. If normal communication channels are disrupted, we will implement backup systems, including mobile access to mass notification tools and pre-established phone trees. Within the minimum five-day window, the district will communicate with administrators, teachers, and staff and send mass updates to families impacted by the disruption.

Daily instructional updates will be provided via text and email and posted on district and school websites. Our multi-platform system ensures that communication remains reliable and responsive, even in emergency conditions.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

SPJUSD/SCOE is committed to supporting the social-emotional, mental health, and academic needs of all students during any disruption to in-person instruction. Our layered communication system including "all-calls", mass email, and text messaging ensures timely two-way engagement with families and enables staff to identify students in need of targeted support.

Within the first five days of an emergency, school staff will proactively reach out to students and families to assess immediate needs. Site administrators, counselors, and support staff will review data such as IEPs, 504 plans, academic performance, and attendance to prioritize support for vulnerable student populations, including students with disabilities, English learners, foster youth, homeless youth, and socioeconomically disadvantaged students.

Because the Tiny Eye counseling platform is virtual, students can continue accessing counseling services seamlessly during disruptions to in-person instruction.

Through these measures, SPJUSD remains focused on ensuring every student stays connected, supported, and engaged in learning during emergency-related disruptions.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Sierra-Plumas Joint Unified School District / Sierra County Office of Education will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Sierra-Plumas Joint Unified School District / Sierra County Office of Education remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

SPJUSD is committed to ensuring all students have access to both digital and non-digital instructional materials during any interruption to in-person learning. Instructional materials for remote learning will be distributed through multiple methods to meet the diverse needs of students and families.

For students with reliable internet access, materials will be delivered through Google Classroom. Chromebooks or other district-issued devices will be made available to any student in need, along with a limited number of mobile hotspots for households lacking internet connectivity.

For students with limited or no internet access, SPJUSD will provide printed instructional packets and other physical materials. These materials will be distributed through designated pick-up locations at school sites or delivered directly to families when transportation or access is a
barrier.

All distributed materials, whether digital or physical, will be aligned with state standards, grade-level expectations, and student learning plans (e.g., IEPs, 504s). Teachers will be responsible for ensuring students have the necessary support to engage with these materials, including options for live virtual instruction, recorded lessons, or scheduled phone/video conferencing for feedback and assistance.

In alignment with state expectations, SPJUSD's approach will ensure equitable access for all students, including English learners, students with disabilities, foster youth, and other priority populations.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) are committed to ensuring that all students have access to both digital and non-digital instructional materials during any interruption to in-person learning. Instructional resources will be distributed using a variety of methods tailored to meet the diverse needs of students and families.

For students with reliable internet access, instructional materials will be provided through digital platforms such as Google Classroom. Chromebooks or other district- issued devices will be available to any student in need, and mobile hotspots will be issued to households experiencing connectivity challenges, based on availability and individual need.

For students with limited or no internet access, printed instructional packets and other physical learning materials will be provided. These will be distributed through designated pick-up points at school sites or delivered directly to families when transportation or access presents a barrier.

All instructional materials, whether digital or physical will be aligned with state content standards, grade-level expectations, and individualized learning plans such as IEPs and 504 plans. Teachers will provide support through a variety of formats, including live virtual instruction, recorded lessons, printed guidance, and one-on-one check-ins via phone or video conferencing.

SPJUSD / SCOE will ensure that English learners, students with disabilities, foster youth, students experiencing homelessness, and other priority groups receive targeted support. Spanish communication and outreach will be coordinated through bilingual staff and site teams to ensure that families fully understand how to access materials and instructional support.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sierra-Plumas Joint Unified School District / Sierra County Office of Education provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that an emergency or natural disaster disrupts in-person learning for an extended period, Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) will support the temporary reassignment of students to ensure educational continuity.

This may include assisting students and families with enrolling at an alternative site, neighboring local educational agency (LEA), county office of education, or charter school. SPJUSD/SCOE collaborates with surrounding districts and the Butte, Plumas, and Nevada County Offices of Education to coordinate temporary instructional placements when necessary.

Support during reassignment may include:

-Timely transfer of student records

-Coordination of transportation when feasible

-Communication with receiving schools to ensure appropriate academic placement and access to support services

Families will be informed promptly of available options and guided through the process by school site administrators and district-level staff. SPJUSD/SCOE will make every effort to maintain consistency in curriculum and instructional materials to reduce disruption to student learning during temporary placements.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) utilize a layered communication strategy to ensure timely, accurate, and accessible information is shared with families, students, staff, and faculty during any instructional disruption.

Communication is delivered through multiple platforms, including districtwide email and text messaging systems, the all-call notification system, the district and school websites, and official social media channels. Messages are translated as needed to ensure accessibility for all families.

In the event of an emergency, daily updates will be provided regarding instructional plans, student services, and safety conditions. Two-way communication is prioritized: families and staff are encouraged to reach out with questions, and district or site personnel will respond within five days or sooner.

Additional communication methods include district-issued devices, a limited number of mobile hotspots for families without internet access, and site phone trees to reach staff and families in areas with limited connectivity. Virtual check-ins and wellness calls may also be used by school administrators and counselors to maintain personal connections and ensure continuity of support.

SPJUSD/SCOE remain committed to keeping all stakeholders informed and engaged, with communication efforts adapted to the evolving needs of the situation.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) are prepared to support a smooth transition from in-person to remote learning through independent study, with infrastructure in place to ensure students and educators have access to the necessary devices, platforms, and connectivity.

Students in grades 9-12 are issued individual Chromebooks for daily use at school and home. Students in grades 7-8 also have dedicated devices stored on campus, which can be sent home as needed during a shift to remote instruction. At the elementary level, devices are currently shared within classrooms; however, the district is equipped to expand distribution to provide one-to-one

access in an emergency.

Google Classroom is the primary platform for online instruction in upper grades, while elementary instruction remains more paper-based and textbook-driven. These materials can be adapted and distributed as printed packets or uploaded digitally to ensure access for all students during a disruption. Teachers will coordinate with site teams to ensure that students receive assignments and instructional materials in a format that aligns with their learning needs.

The district maintains a limited supply of mobile hotspots, prioritized for families with limited or no internet access. Technology support is available to help students and families with device setup, login issues, and access to instructional resources. In areas with poor connectivity, alternative methods such as printed materials and phone check-ins may be used.

Early access to independent study written agreements will be offered during any anticipated transition to remote learning, so students can continue instruction without delay. SPJUSD/SCOE will ensure students with IEPs, 504 plans, and other learning needs receive appropriate accommodations and support in the remote environment.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

In the event of a transition to remote learning, Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) will prioritize essential learning and ensure that instruction remains focused, standards-aligned, and accessible to all students.

Teachers will identify priority standards within core content areas and develop clear, grade-appropriate learning objectives to guide instruction. Instructional delivery will vary by grade span to reflect student needs and instructional practices:

In grades 9-12, most teachers will use Google Classroom to share assignments, resources, and instructional videos.

In elementary grades, where instruction is more textbook- and paper-based, teachers will prepare and distribute printed materials or scanned resources for home use. Instructional materials will be adapted for remote access whenever possible and aligned to students' individual learning plans, including IEPs and 504s.

Student progress will be monitored through assignment completion, formative assessments, and ongoing teacher feedback. Secondary students will also receive grading updates through online platforms. Teachers will maintain regular communication with students and families to review progress and adjust instruction as needed.

Additional support will be available through scheduled virtual check-ins, small group sessions, office hours, and referrals to tutoring services when available. Counselors and support staff, including those using the Tiny Eye virtual platform, will remain in contact with students to support both academic engagement and social-emotional well-being.

SPJUSD and SCOE remain committed to providing high-quality instruction and responsive support during any period of remote or disrupted learning.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) will ensure that all students, including students with disabilities, those experiencing homelessness, foster youth, and English learner (EL) students have continued access to instructional resources during any period of remote or disrupted learning.

Instructional materials will be offered in both digital and print formats to meet the diverse needs of students. Devices and connectivity resources (such as Chromebooks and a limited number of mobile hotspots) will be distributed based on individual student needs to support meaningful participation in learning.

Support services will be coordinated by site administrators, school counselors (Tiny Eye or in-person), and designated liaisons to identify and respond to barriers related to housing instability, caregiving responsibilities, or language access. Students requiring accommodations or modifications will receive individualized support in alignment with their IEPs, 504 plans, or learning needs. Multilingual families will receive communication in their home language to promote ongoing engagement.

SPJUSD/SCOE remain committed to ensuring that every student has the tools, support, and resources necessary to fully engage in instruction, regardless of circumstance.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of a transition to remote learning, Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) will ensure that students with disabilities continue to receive services in accordance with their Individualized Education Plans (IEPs). Special education staff will collaborate with families to review and, when necessary, revise IEPs to reflect temporary learning environments.

IEP meetings will be conducted virtually or by phone to maintain compliance with timelines and parent participation rights. Specialized academic instruction, related services (such as speech, counseling, or occupational therapy), and accommodations will be delivered through a combination of online sessions, phone consultations, and instructional packets, depending on student needs and accessibility.

SPJUSD and SCOE are committed to maintaining the integrity of the IEP process and ensuring continuity of services, with a focus on meaningful access to instruction for all students with disabilities.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) will continue to support English learners in alignment with the California English Learner Roadmap Policy, ensuring access to both designated and integrated English language development (ELD).

Teachers will provide ELD instruction through remote lessons, targeted small groups, or instructional packets aligned with students' proficiency levels. Bilingual staff will support language access and communication, and all core content will be scaffolded to promote both language development and academic achievement.

SPJUSD and SCOE will ensure that EL students remain actively engaged in learning, receive appropriate language support services,

and have equitable access to the full curriculum, even during times of instructional disruption.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) will provide professional learning opportunities that prepare educators to deliver equitable and accessible instruction in both in-person and remote settings. Training will focus on differentiated instruction and effective use of digital and print instructional materials to meet the diverse needs of all students, including those with disabilities, foster youth, homeless students, and English learners.

Educators will receive ongoing support in using technology tools and online platforms such as Google Classroom and Zoom to facilitate remote instruction and assessment, ensuring all students maintain access regardless of barriers such as connectivity or language. Professional development will also include strategies for monitoring student engagement and coordinating with counselors and liaisons to address social-emotional and logistical challenges that may impact learning.

These professional learning initiatives will be continuously refined through feedback and collaboration to help staff respond effectively and equitably if a transition to remote learning becomes necessary.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) will ensure all students have access to physical and mental health professionals through both in-person and virtual services. The Tiny Eye online counseling platform will be a key resource, enabling students to seamlessly access mental health support remotely, including virtual check-ins with school counselors. Services will be provided in Spanish, as needed to support English learners, ensuring culturally and linguistically appropriate care. Additionally, designated liaisons and site staff will coordinate outreach to families to facilitate connection with health professionals who meet language and accessibility needs.

Plans to provide access back-up, water and medicines in the event of an emergency.

SPJUSD and SCOE are committed to maintaining essential health supports during emergencies by coordinating with families and local agencies to ensure students with medical needs have access to necessary medications and emergency supplies, including back-up water. District and site administrators along with the school nurse will work closely to monitor student health plans and communicate with caregivers to arrange for timely distribution or delivery of required medicines and supplies. Emergency preparedness plans include maintaining safe storage and distribution protocols for these resources at school sites and providing families with guidance for home readiness.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

SPJUSD and SCOE will maintain continuity of essential support services through a combination of in-person, hybrid, and remote delivery models. Special education services will continue in alignment with Individualized Education Plans (IEPs), with tailored supports provided virtually or in-person to meet students' unique needs. Counseling services will be accessible through the Tiny Eye virtual platform and/or direct outreach by the school counselor and liaison/s. After school programs will adapt by offering virtual enrichment opportunities and socially distanced in-person activities when feasible. To address food security, the district will continue to provide access to nutritious meals through grab-and-go distribution sites and home delivery as needed, ensuring all students have reliable access to kitchen and food services during remote or disrupted learning periods.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

While the development of the Instructional Continuity Plan (ICP) did not include a full-blown community engagement process, Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) collaborated closely with site principals, the SELPA director, the technology specialist, the Director of Business Services/CBO, and the Director of Student Improvement during the plan's creation.

Moving forward, the district remains committed to ongoing collaboration among administrators, faculty, information technology staff, students, and parents throughout the implementation of the ICP. Regular communication channels such as site meetings, surveys, and feedback forums will be utilized to gather input and address challenges in real time. This collaborative approach will ensure the ICP remains responsive to the needs of all stakeholders, fostering shared ownership and continuous improvement in instructional continuity, equity, and access.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Before resuming in-person instruction and reopening school sites, Sierra-Plumas Joint Unified School District (SPJUSD) and the Sierra County Office of Education (SCOE) will ensure the following conditions are met to provide a safe and functional environment for students, staff, and families:

-Evacuation orders have been lifted by relevant authorities.

-Power and utilities (electricity, gas, water) are fully operational.

-Air quality meets health standards conducive to safe learning.

-Access to safe and clean water is restored and verified.

-Campuses are cleared of debris, hazards, and any environmental safety risks.

-Internet fiber lines and connectivity are restored and functioning properly to support instructional technology needs.

-Sufficient staff are available to support instruction, supervision, and essential services.

-School kitchens are operational to provide meals to students.

Alternative sites or arrangements may be considered to support continuity of instruction and services during recovery phases when traditional campuses are not fully available.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Sierra-Plumas Joint Unified School District / Sierra County Office of Education’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Sierra-Plumas Joint Unified School District / Sierra County Office of Education's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information

in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan (ICP) will be reviewed and updated annually in collaboration with educational partners, including site administrators, teachers, classified staff, the SELPA director, technology specialist, Director of Student Improvement, Director of Business Services/CBO, and parent representatives. Reviews will incorporate feedback from stakeholders and reflect lessons learned from any school closures, emergencies, or disruptions to in-person learning.

Additional updates may occur as needed following significant events, changes in legislation, or shifts in district needs and resources. This ongoing review process ensures the ICP remains relevant, responsive, and aligned with the district's goals for equity, access, and instructional continuity.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Fire, Medical	9-1-1	
School District	Sierra County District Office	530-993–1660	
Law Enforcement/Fire/Paramedic	Fire Department - Downieville	530-289-3333	
Law Enforcement/Fire/Paramedic	Fire Department - Loyalton	530-993-4479	
City Services	Sierra County Office of Emergency Services	530-289-2850	
Law Enforcement/Fire/Paramedic	Sheriff - Downieville	530-289-3700	
Law Enforcement/Fire/Paramedic	Sheriff - Loyalton	530-993-4479	
	Human Services - Downieville	530-289-3711	
	Human Services - Loyalton	530-993-6700	
	Mental Health	530-993-6746	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
1. Agenda for Emergency Preparedness (EP) Week A. Prior to EP Week • All teachers are asked to review the Emergency Binder and make sure your evacuation map is posted and students know where to go. Everything you need to know is in the Binder • All teams of teachers should review the procedures for EP Week found in the Binder. New teachers please ask the veterans any questions you may have. Make sure you have all the telephone numbers you need for the Staff Emergency Phone Call List in case the Emergency Phone Notification System doesn't work and that you know the order of calls and what to do if someone doesn't answer. If there is no answer, call Emergency contact for that student. You should also check to see where the alarms are located near your room and where the first aid kits are in your building (school office). You should also have an alternate evacuation route from your room. • See that instructions for minimizing germs through proper hygiene and proper coughing and sneezing methods are posted throughout the school, as appropriate. B. Notes • Please do not share the drill time schedule with your students. • When making plans for a substitute, please note in your plans the location of the Emergency Binder. Request subs to familiarize themselves with it. • The Emergency Binder will be placed near the door. You must take the book with you to any drills/emergencies. • During drills held at breaks, students will either evacuate to field area or take cover in the gym/multipurpose room. Unless it's a terrorist drill, please go to the area where students are and help with supervision.		

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
2. EP Week - Monday Orientation Day • Students should know all exit routes from each of their classrooms and where to meet. It's OK to practice taking cover and the evacuation routes. • All students should know appropriate responses to emergency bells and announcements. • Students should also know what to do during break times. - Tuesday Fire Drill and Good Hygiene - Wednesday Hazardous Substance/Attack - Thursday Earthquake - Friday Civil Disturbance Drill/Bomb threat		

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
3. EP Week Team Discussion Checklist Every teacher should be familiar with our school's emergency plan found in our emergency Binder and the instructions for Emergency Preparedness Week. In addition, the following suggestions may be helpful. A. Every teacher should know: • The evacuation route and meeting place of his/her room, maps are posted, review them with your students. New teachers need to walk their routes and see the meeting places. • The location of fire alarms on campus and specifically the two closest to his/her room. • The location of fire extinguishers in his/her classroom. • The location of the emergency binder in the classroom. • The purpose of the Emergency phone cards. Please check to see that all phone numbers are current and correct. • The procedure to contact the office by phone. • The different codes for evacuation of a building or for getting into a building. • An alternate route from his/her room in case there is a fire or structural damage to his/her room. B. Discuss evacuation procedures • Teachers are to take Emergency Binder, close door, stay with students going to meeting place, take roll, alert the administration if any students (who are not absent) are missing or injured, keep class together as orderly as possible, until the "all clear signal”. • If someone in your room shows a weapon, alert the office if you can. If possible, remove students from the room. If necessary/possible, dial 9-1-1. If there is some emergency situation on campus, follow procedures until relieved by police or fire department. You may need to make decisions covering topics not discussed here. Always keep the safety of your students as your top priority. Get help when possible and do your best to keep the students out of harm's way.		

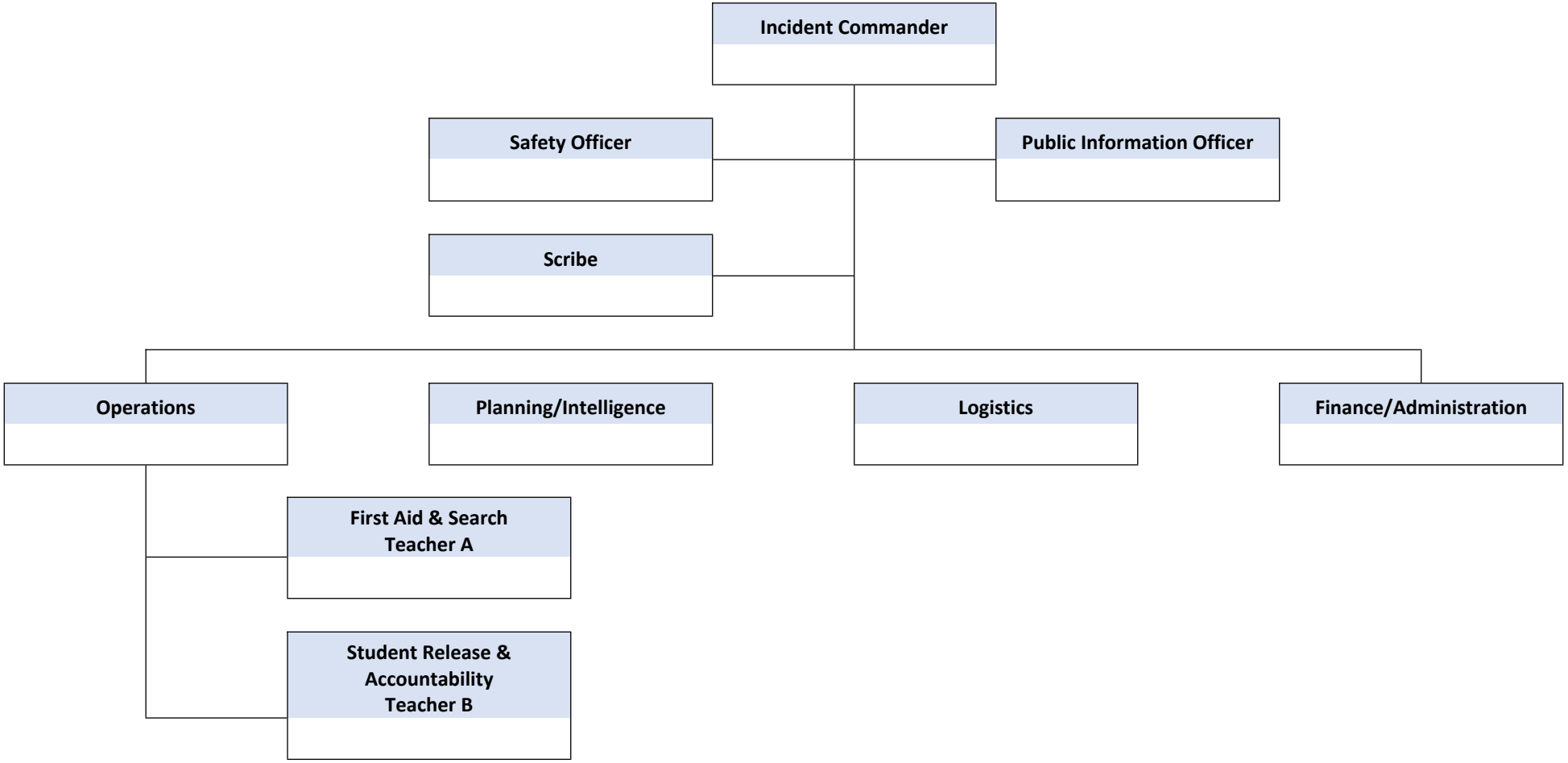
Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
4. General Emergency Instructions Teachers, please share the following with your students on Monday in preparation for Emergency Preparedness Week. You may use this as a script or just a basis for sharing the information with your classes. This is the Sierra-Plumas Joint Unified School District “Emergency Preparedness Week." Every day this week you will be discussing and reviewing procedures for different types of emergencies. Your teachers will tell you how to evacuate their rooms for fire or earthquake situations. You should know where the evacuation map is in each of your classrooms and where the evacuation areas are all over the campus. Look at each one and know where to go should you need to leave in an emergency. The evacuation signal is the fire alarm. Return to the building immediately is three short bells or whistle blows. The all clear signal is one long bell. When leaving a room, stay with your teacher and go to your designated area in a quiet orderly way. Once there, your teacher will take attendance. If you notice a student is missing, notify your teacher who will then notify the site administrator or secretary. You are to remain with your class and not mingle or communicate with other classes so that if your teacher should need to give your further emergency directions, you will be able to hear and follow quickly. When the all clear signal is sounded, quietly return to class. Please return at your teacher's direction. Should an earthquake occur, duck under your desk or a table, and cover your head to the best of your ability. Remain there until notified that you can move. If severe structural damage has happened to the building, your teacher may direct you to evacuate to your regular or alternate evacuation area. Remain there until the all clear signal or until notified. If a teacher suddenly becomes incapacitated (falls, faints, becomes ill, etc.), a student needs to immediately call the office and report the emergency. A second student should go to the nearest teacher and seek help. All need to act calmly and quickly. These students need to be pre-selected with alternates. Should a student become incapacitated in class or on the grounds, find an adult. If possible, another student should stay with the incapacitated student until help arrives. Should a stranger intrude on the campus or some other terrorist event occurs, a warning over the intercom, or a messenger will signal students to stay in the classrooms. At this point, windows and doors should be closed and locked. If you're in class or a break, seek shelter in a room. Your teachers will discuss with you this week the safest place in their rooms for shelter. Remain quiet and calm until the all		

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Monday A. Monday Orientation Day - Discuss "General Emergency Instructions" so that all students know: a) The evacuation route from your room and assembly area. b) The bell signals: • The fire drill means evacuate buildings. • One long bell will signal "all clear". • The earthquake drill signal (different from the fire bell). c) The location of the fire alarms around the school, the one closest to your room, and the penalty for false alarms. In the event a fire bell goes off accidently, the office will stop evacuation over the intercom. d) The safest areas in your room during an earthquake or terrorist attack (e.g. under desks, away from windows). e) That orderliness is required to, from and while at the evacuation site. f) Where to find the posted map. g) Location of emergency binder in each classroom. - Discuss what students should do if there is a substitute teacher. a) Select students who will contact the office if necessary. - Teachers must have at all times their emergency binders during an emergency. - After each drill, allow the students to voice their questions and/or concerns about the procedures.		

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Tuesday & Wednesday B. Tuesday Fire Drill Day • At the evacuation signal (fire Alarm), all classes will move in an orderly and quiet manner to their designated areas. o Classes are to remain in line with their teachers while role is taken. o There is to be no interaction between classes. • At the all-clear signal, teachers are to signal their classes when it is their turn. Students are to return quietly to their rooms. • Upon return to classroom, discuss with students any concerns they or you may have. C. Wednesday Chemical Attack Day • An intercom announcement will inform all that there has been a report of a possible chemical spill/attack. • Classes must stay indoors at all times. No one is to go outside for any reason. • If instructed, teachers must duct tape outside doors/windows and vents or air ducts. Office personal shall make sure all heating systems with outside access are shut down. • Staff and students should remain solely inside until notified that the drill is complete.		

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Thursday & Friday D. Thursday Earthquake Day • A special bell will be sounded to signal the beginning of the earthquake drill. Teachers will command "Duck, Cover, & Hold On". • Students will immediately duck under desks or tables, away from light fixtures and/or windows and stay quiet. If possible, teachers will close curtains against flying glass. • After the simulation, the evacuation (fire) bell will ring and teachers are to direct their students to their designated areas. You may have to take an alternate route due to "structural damage". • Once at the designated area, teachers are to take roll and to report any missing students. • At the all clear signal, everyone should return in order to their classrooms. E. Friday Civil Disturbance Day • An intercom announcement will inform all that there are unauthorized strangers on campus. • Stay in your room, make sure the doors and windows are closed and locked and the blinds are closed. Students are to move to the safest area in your room, possibly under their desks or away from windows. All should remain quiet and still until notified. • Administration and staff will check the doors of the rooms and students are expected to stay quiet rather than react to the rattling of the door. In an emergency, a noise in a room would alert an intruder that there are people there and thus place those people in danger.		

Sierra-Plumas Joint Unified School District / Sierra County Office of Education Incident Command System



Incident Command Team Responsibilities

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

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

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Animal Disturbance

LEVEL 1 EMERGENCY

A. Procedures
1. The first consideration is the safety of the pupils and personnel.

2. Isolate the pupils from the animal.

a) If animal is outside, keep pupils inside. Teachers will lock doors to the outside.

b) If students and animal are outside, have students walk, NOT RUN, to the nearest entrance.

Action: RETURN TO BUILDING
Three short whistle blasts signal students to walk quickly to building.

c) If animal is inside, keep pupils outside or in some other sheltered area.

d) If students and animal are inside, have students walk, NOT RUN, to the nearest exit or classroom, whichever is closest and away from animal.

Action: LEAVE BUILDING
Fire alarm bell signals students to leave building.

3. Call law enforcement or fire department.

4. If animal injures someone, site administrator or designee shall call the parent, guardian or emergency contact and the Sierra County Sheriff.

Armed Assault on Campus

Threat Condition Red (Terrorist Attack)

LEVEL 1 OR 2 OR 3 EMERGENCY

A. Homeland Security Advisory of a Threat Condition Red specific to your community.
1. During School Hours
Initiate one of the following actions as appropriate for situation.
Continue to monitor for more specific information.

a) Action: Stand By
b) If circumstances allow and there is time, move students to closest suitable shelter.

c) Action: Directed Transportation
d) If the above is not advisable, remain in building as place of shelter.

C. Attack Without Warning
1. During School Hours
Depending on the location of the initial attack, staff will execute action DUCK, COVER AND HOLD ON.

D. Attack in other parts of the country
1. Our schools are far from metropolitan areas that may become targets. However, if attacks occur in other parts of the country, school will continue as usual. Staff will discuss with the students what is going on, to help alleviate stress.
2. If parents wish to pick up their children, or have a person with the necessary permission pick up their child, they may.
3. If attack is close enough that our buildings might be used for emergency shelters then: action DIRECTED TRANSPORTATION to send students home and action CONVERT BUILDING.
4. Notify parents to pick up non-bus students.

Biological or Chemical Release

A. Procedures
1. If necessary, call 9-1-1.
2. The site administrator will determine which Emergency Action, if any, should be implemented. (The nature of the material and the nearness of the accident will be a deciding factor. Police, Fire, Public Health or Environmental Health Departments may order evacuation of the school.)
3. If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
4. Determine the need to implement action LEAVE BUILDING. If the spill is outside, remain inside. If the spill is inside, go outside. Move crosswind to avoid fumes, never upwind or downwind.
5. Do Not light any fires during a chemical accident.
6. Any persons that are suspected of being contaminated with a substance that could be transferred to others should be isolated until public safety personnel carry out decontamination procedures.
7. If time is available, initiate action DIRECTED TRANSPORTATION. Move students and staff away from the path of the chemical. Determine whether students should be sent home--if so, notify parents as per notification plan.
8. Notify the superintendent.
9. Teachers report names of missing students to office. Those not found will be reported to Fire or Police officials, if forced by conditions to evacuate the school grounds.
10. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
11. Upon return to school, Custodians/Maintenance personnel must ensure that all classrooms are adequately aired.

Bomb Threat/ Threat Of violence

LEVEL 2 EMERGENCY

LOW LEVEL THREAT – The probable motive is to cause disruption: The Subject is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly.

LEVEL 3 EMERGENCY

MEDIUM LEVEL THREAT – The Subject gives details such as the size, location or type of bomb. The Subject stays on the line longer and states a motive for the bomb.

HIGH LEVEL THREAT – The Subject is very detailed and describes the type, power, location or time of detonation. The Subject stays on the line longer or makes multiple calls. The Subject may exhibit advanced knowledge of bombs. In addition, the Subject may make demands such as publicity, money, etc.

A. If threat by telephone comes directly to a school:

- Person receiving call should:
- USE ONLY LANDLINE PHONES
- TURN OFF YOUR CELL PHONE (Utilize “runners” to communicate)
- SHUT OFF ALL TWO WAY RADIOS, PAGERS

1. Stay calm.
2. Do not hang up or put the caller on hold.
3. Listen – Do not interrupt caller.
4. Alert someone else by prearranged signal so they can:
(a) Get on an extension (landline only), call 9-1-1 and notify the operator, "This is _____ from (name of school). We are receiving a bomb threat on another line. The number of that line is _____. Please trace the call."
5. Use Bomb Threat Form for guidance in dealing with caller.
6. Attempt to keep the caller on the telephone as long as possible.
7. Ask permission to repeat any instructions to make sure they were understood.
8. Notify Site Coordinator immediately after completing the call.
9. Try to determine if the caller is a student or an adult.
10. Listen for any background noise.

- Site Administrator Actions:
- USE ONLY LANDLINE PHONES
- TURN OFF CELL PHONE (Utilize “runners” to communicate)
- SHUT OFF ALL TWO WAY RADIOS, PAGERS

1. Alert teachers to conduct a rapid visual scan of their areas for unidentified objects.
2. Remove students: Issue Leave Building command on the PA system or by messenger. Students will remain out of range until receiving the All Clear signal.
3. Notify the Superintendent's office. (530) 993-1660 Ext 110
4. The site administrator and designee will canvass building to determine that no students or personnel remain in building
5. The site administrator will call the fire department or police, if, in his/ her opinion, it is warranted. Wait for Law Enforcement to begin search.
6.
7. Resume school after the building(s) have been inspected and determined safe by proper authorities.
8. Do not publicize the threat any more than necessary.
9. Individual receiving call should complete the Bomb Threat Report, as soon as possible.

- Teacher Actions:
- USE ONLY LANDLINE PHONES
- TURN OFF CELL PHONE AND INSTRUCT
- STUDENTS TO TURN OFF CELL PHONES (Utilize “runners” to communicate)
- SHUT OFF ALL TWO WAY RADIOS

1. Conduct a rapid visual scan of work area. Do not touch any suspicious items.
2. Collect the SAFETY BINDER.
3. Ensure that the handicapped receive assistance in evacuating.
4. Calmly instruct students to walk to the assigned area, usually 300 feet from the building
5. Do not allow anyone to run or rush the hallways or exits
6. Once safe, take attendance and report search results and student count to your administrator
7. Wait with students until the search for the bomb has been conducted
8. Do not re-enter the building until the all clear signal is given
9. In times of severe weather or a prolonged search, students may be moved to pre-arranged locations, for example elementary students moved to the high school and vice versa.
10. Account for all students.

B. If notified of call through police/sheriff department

1. Implement action LEAVE BUILDING. (Section II-1)
2. The site administrator and designee will canvass building to determine that no students or personnel remain in building.
3. Notify the Superintendent's office.
4. Resume school after the building(s) have been inspected and determined safe by proper authorities.
5. Do not publicize the threat any more than necessary.
6. Individual receiving call should complete the Bomb Threat Report, as soon as possible.

C. If a threat is received on district phones other than at a school

- USE ONLY LANDLINE PHONES
- TURN OFF YOUR CELL PHONE (Utilize “runners” to communicate)
- SHUT OFF ALL TWO WAY RADIOS, PAGERS

1. Stay calm. Do not hang up or put the caller on hold.
2. Listen – Do not interrupt caller.
3. Use Bomb Threat Form for guidance in dealing with caller.
4. Attempt to keep the caller on the telephone as long as possible.
5. Ask permission to repeat any instructions to make sure they were understood.
6. Listen for any background noise.

7. Alert someone else by prearranged signal so they can:
(a) Get on an extension (landline only), call 9-1-1 and notify the operator, "This is (name of caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is _____. Please trace the call."
8. Notify Site Coordinator immediately after completing the call.
9. Try to determine if the caller is a student or an adult.
10. Notify school concerned.
11. Implement action LEAVE BUILDING (Section II-1) at affected site.
12. Notify the Superintendent's office. (530) 993-1660 Ext 110
13. The site administrator and designee will canvass building to determine that no students or personnel remain in building.
14. Ensure that 9-1-1 has been called.
15.
16. Resume school after the building(s) have been inspected and determined safe by proper authorities.
17. Do not publicize the threat any more than necessary.
18. Individual receiving call should complete the Bomb Threat Report, as soon as possible.

D. If a written threat is received

1. Handle document as little as possible & place in another larger envelope.
2. Call 9-1-1 to report the threat.
3. If threat is immediate or indefinite, implement action LEAVE BUILDING then enact the following procedures.
4. The site administrator and designee will canvass building to determine that no students or personnel remain in building.
5. Notify the Superintendent's office.
6. Resume school after the building(s) have been inspected and determined safe by proper authorities.
7. Do not publicize the threat any more than necessary.
8. Individual receiving threat should complete the Bomb Threat Report, as soon as possible.

Bus Disaster

These procedures are intended as guidelines for bus drivers to follow in the event of a disaster. It is understood that drivers may need to make spontaneous and independent decisions, depending on the emergencies, age of children, location of bus, etc.

A copy of these procedures shall be kept in the emergency packet of the school buses and at each school site.

A. Earthquake

1) Issue "DUCK, COVER AND HOLD ON" command.
2) Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3) Set brake, turn off ignition and wait for shaking to stop.
4) Check for injuries.
5) Contact school to report location and condition.
6) If instructed to continue route:
1. If enroute to school, continue to pick up students.
2. If dropping students off, continue to do so if there is adult supervision.
7) If unable to contact school, complete number 6 above.
8) If it is impossible to return to school, proceed to nearest shelter. Notify school of location. Remain with children until further instructions are received from command center.
9) If the bus is disabled, stay with the bus until help arrives.
10) DO NOT attempt to cross bridges or overpasses that have been damaged.

B. Flood

1) DO NOT drive through flooded streets/roads.
2) Take an alternate route or wait for public safety personnel to determine safety.
3) Proceed to school, home, or designated shelter, as appropriate.

Cardiac Arrest

Disorderly Conduct

A. Student or Staff
1. Notify site administrator.
2. Administrator shall notify staff using “STANDBY LOCKDOWN” procedure.
3. Notify school psychologist at (530) 993-1660, ext. 170.
4. Isolate person from students.
5. Notify person’s family.
6. Protect individual from injury.
7. Make arrangements for necessary care of individual.
8. Notify Law Enforcement if individual is endangering self or others.
9. Notify superintendent.

B. Campus Visitor
1. Notify site administrator.
2. Administrator shall notify staff using “STANDBY LOCKDOWN” procedure.
3. Isolate person from students.
4. Site administrator or designee will request person to leave campus, if possible. Remain calm, talk in soft non-threatening manner, void hostile-type actions, except in cases when necessary to safeguard person or property.
5. Notify appropriate Law Enforcement Agency, if necessary.
6. Notify superintendent.

Earthquake

LEVEL 1 OR LEVEL 2 EMERGENCY

A. When Students are Inside the School
1. Action DUCK, COVER AND HOLD ON upon an indication of an earthquake and at teacher's command. Teacher will try to close curtains if inside.
2. Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures. (The same applies to other staff members.)
3. When the earthquake is over, Site administrator or designee will initiate action LEAVE BUILDING/EVACUATE BUILDING.
4. Teachers will take their emergency binders as class leaves following designated evacuation route or alternate route if first is hazardous or blocked.
5. The earthquake safety team (custodians/maintenance) will:
a) Post guards a safe distance away from building entrances to see that no one re-enters the buildings.
b) Warn all personnel to avoid touching electrical wires which may have fallen to the ground.
c) Notify the superintendent.
d) Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
e) Inspect school buildings. When damage is apparent, contact superintendent and determine the advisability of closing the school.
f) Initiate any other action deemed necessary, or return to normal routine.

B. When Students are Outside the School

1. Give command to students and any visitors around you to move away from buildings, trees, large structures and exposed wires.
2. Keep everyone together and ensure that no one leaves your group.
3. Wait for further instruction at a safe distance from buildings, trees, large structures and exposed wires. Do not re-enter the building without the authority of the superintendent or County or State emergency personnel.

C. At Times Other Than School Hours
Site administrator will:

- Have fire marshal or other experts inspect school buildings. When damage is apparent, contact the superintendent and determine the advisability of closing the school.
- If school must be closed, notify staff members and students.
- Notify the District Office who will inform public media as appropriate.

Explosion or Risk Of Explosion

A. Explosion
1. Personally execute action DUCK, COVER AND HOLD ON upon the first indication of the explosion.
2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate action LEAVE BUILDING.
3. Pull the fire alarm.
4. Call 9-1-1.
5. If trained, organize a fight of fires until arrival of the Fire Department.
6. Teachers report missing students to office. Those not found will be reported to Fire and Law Enforcement Officials.
7. Notify the appropriate utility company of breaks or suspected breaks in utility lines.
8. Notify the superintendent.
9. Do not allow the return of students or staff members to school buildings.
10. Initiate any other action deemed necessary because of the condition of the school, or return to normal routine.

B. Threat of Explosion
1. Initiate action LEAVE BUILDING.
2. Execute those actions required under 4 through 10 above.

Extreme Weather

Fire in Surrounding Area

1. Site administrator will determine the need to implement any action. If the answer is "no", continue with school routine.
2. Notify appropriate Fire Department to be sure alarm has been given.
3. If the fire threatens the school, the site administrator will execute those actions under "Within School Buildings" above.

Fire on School Grounds

LEVEL 2 OR 3 EMERGENCY

Site administrator or designee will:
a) Immediately initiate action LEAVE BUILDING/ Evacuate. Fire bell (three short bells – consistently rung).
b) Pull fire alarm.
c) Call 9-1-1.
d) Organize a fight of incipient fires until arrival of the Fire Department. (This should be done only to the level that people have been trained. Never risk injury or loss of life. Evacuation is advised.)
e) Ensure that access roads are kept open for emergency vehicles.
f) Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
g) Notify the superintendent.
h) Do not allow the return of students or staff members to school buildings until Fire Department Officials declare them safe.

Teachers will:
i) Take emergency binder, close doors and windows if time.
j) Take roll after proceeding along designated evacuation route.
k) Report missing students to site administrator designee outside. Those not found will be reported to Fire and Law Enforcement Officials.
l) Do not release students to anyone but

Flooding

LEVEL 1 EMERGENCY

None of the SPJUSD schools are in a flood zone. However, there will be times when transportation of students to their homes may be through flood prone areas.

A. Within School Buildings (such as broken water mains, or sewer or floods that may prevent building occupation.)
1. The extent of the crisis will dictate the course of action to be taken. Depending on the situation, the Site administrator may find it necessary to initiate one or more of the following Emergency Actions and procedures:
a) Action STAND-BY, followed by
b) Action LEAVE BUILDING, or
c) Action DIRECTED TRANSPORTATION, or
d) On official request, action CONVERT SCHOOL for emergency evacuations.
2. Sound the appropriate warning signal.
3. Maintain communication with County Emergency Services for information updates.
4. Supervise the execution of the action decided upon.

5. The site administrator will notify the Superintendent of action taken.

B. Roads Flooded Affecting Transportation

1. Action STAND-BY, followed by
   - Construct Alternate Route by authorization of Superintendent
   - Place Emergency Phone Notification System to bus students effected.

2. Action DIRECTED TRANSPORTATION

Severe Weather

LEVEL 1 EMERGENCY

A. Wind:

1. With Warning

a) Site administrator or designee will:
   - Initiate action, STAND-BY.
   - Take appropriate actions to safeguard school property.

2. With Little or No Warning

a) Teachers will:
   - Initiate action DUCK, COVER, & HOLD ON
   - Ensure that all windows and blinds are closed.
   - Evacuate classrooms bearing the full force of the wind to inside rooms.
   - Do not allow structures with large, open roof spans to be used as shelter.

b) Site administrator or designee will:
   - Notify the appropriate utility company of breaks or suspected breaks in utility lines or pipes.
   - Notify the superintendent.
   - Upon passage of the storm initiate any other appropriate action, or return to normal routine.

B. Lightning:

1. Fundamental Principles

a) No place outside is safe with thunderstorms within six miles.

b) Schedule indoor activities to avoid lightning.

c) '30-30 Rule' (If 30 sec between lightning and thunder, go inside. While inside, stay away from corded telephones, electrical appliances and wiring, and plumbing. Stay inside until 30 min after last thunder.)

d) Avoid dangerous locations/activities. (Elevated places, open areas, tall isolated objects, water activities.)

e) If on a school trip, teacher will signal students return to buses at first sign of lightening. Remain seated with hands in laps, as far from windows as possible.

f) Do NOT go under trees to keep dry in thunderstorms!

g) Lightning Crouch. (desperate last resort)

h) First Aid: Call 9-1-1. CPR or rescue breathing, as appropriate.

2. Lightning Crouch

a) USE THIS AS A DESPERATE LAST RESORT ONLY! Remember, no place outside is safe with lightning in the area. If you are outside far away from proper shelter and lightning threatens, proceed to the safest location. If lightning is imminent, it will sometimes give a few seconds of warning. Sometimes your hair will stand upright, your skin will tingle, light metal objects will vibrate, or you'll hear a crackling static-like a "kee-kee" sound. If this happens and you're in a group:

   - Spread out so there are several body lengths between each person. If one person is struck, the others may not be hit and can give first aid.
   - Once you've spread out, use the lightning crouch; put your feet together, squat down, tuck your head, and cover your ears.

b) When the immediate threat of lightning has passed, continue heading to the safest spot possible. Remember, this is a desperate last resort.

3. First-Aid

All deaths from lightning are from cardiac arrest or stopped breathing from the cardiac arrest.
Have someone call 9-1-1 for professional emergency medical care.

a) Start CPR or rescue breathing if the person has no pulse or no breathing, respectively.

Loss or Failure Of Utilities

A. Advanced Warning
1. During School Hours
a) Advance notice may be received from utility companies regarding loss of service. In many cases, these losses of service will be of short duration and require no special action other than notifying staff of the pending interruption of service.
b) Make announcement in person directly or over public address system.
c) Use messengers with oral or written word as an alternate means of faculty notification.
2. Other Than School Hours
a) If disruption in service will severely hamper school operation, students and staff should be notified by the Emergency Phone Notification System.
b) District Office will also assist in notification process by other means.

B. Sudden Interruption
1. During School Hours
a) Determine length of time service will be interrupted.
b) Notify School District Office of loss of service.
c) If site administrator decides it is necessary, students will be dismissed. Busses will be called and parents notified using the Emergency Phone Notification System.

Motor Vehicle Crash

Pandemic

Psychological Trauma

Suspected Contamination of Food or Water

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

LEVEL 2 EMERGENCY
Civil disobedience is defined as any assemblage, including terrorists, on the school premises by unauthorized persons whose purpose and conduct is antagonistic with the orderly conduct of the school and the laws relating to the conduct of schools and the welfare of students.

A. Procedure
1. Implement action Secure Building.
The major purpose is to keep school personnel and students from undue exposure to danger; therefore; every effort will be made to keep classes within their rooms.
2. Site administrator or designee will notify 9-1-1 of situation and request assistance and notify teachers of reason for action.
3. Upon the receipt of an alert, the custodians will proceed to lock and secure all exterior doors, including restrooms, and remove trash containers and other burnable items from public access.
4. Teachers and custodians will be directed to lock and close their classroom doors.
5. Notify School District Office of situation.
6. Upon command from the authority in charge, all faculty members will keep their students within their locked classrooms until further notice regardless of the bells and schedule.
7. The teacher must remain in charge utilizing the best judgment in occupying the students within the classroom.
8. Darkening drapes and blinds should be closed in rooms so equipped.
9. Any other precautions should be taken to protect students and personnel from flying glass should the windows be broken.
10. When there is any evidence of a potential problem, classes outside will immediately return to locker rooms/classrooms, etc.
11. Should a disturbance enter the building itself, the secretarial staff should be prepared to move into the site administrator's office. When possible, phones should be adjusted to feed into those areas.
12. Accurate record of events, conversations and actions, should be kept.
13. Assign staff members to assist administration or other staff as necessary.
14. Authority in charge should proceed in good judgment on basis of police or other legal advice, in taking action to eliminate the situation.

Emergency Evacuation Map