

BIG OAK FLAT-GROVELAND  
UNIFIED SCHOOL DISTRICT

P.O. Box 1397, Groveland CA 95321



DISTRICTWIDE  
COMPREHENSIVE  
SCHOOL SAFETY  
PLAN 2021/22

*Big Oak Flat-Groveland Unified School District Governing Board Approval Confirmed By:*

NAME	TITLE	SIGNATURE	DATE
Dawna Dougherty	Board President		
Wynette Hilton	Superintendent		2-9-22

# Introduction

School safety is a top priority in every school district and is essential to student achievement. A safe school is one where teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying and fear are not present; students are not discriminated against; expectations for behavior are clearly communicated; and consequences for infractions are consistently and fairly applied. School districts have a responsibility to ensure a safe school environment that is free of intimidation and harassment and to establish consequences for students and/or staff who engage in discrimination.

The Big Oak Flat-Groveland Unified School District recognizes that students and staff have the right to safe and secure schools where they are free from physical and psychological harm. The Big Oak Flat-Groveland Unified School District is fully committed to maximizing school safety and to creating a positive learning environment that emphasizes high expectations for student conduct, responsible behavior and respect for others.

This plan has been developed to comply with Senate Bill 187 (Hughes), Comprehensive School Safety Plan Act, Education Code 35294.1-35294.9. It is available for public review at any of the three district school sites as well as the district office.

The District-wide Comprehensive Safety Plan will be reviewed and revised yearly, prior to the March 1 deadline by the School Safety Planning Committee. The committee shall evaluate, and amend as necessary, the safety plan each year to ensure that the plan is properly implemented. An Annual Review Sheet documenting updates to the District-wide Comprehensive Safety Plan will be made available in the district office for public review.

Members of the District Safety Planning Committee are:

Wynette Hilton, Tenaya Principal/ District Superintendent  
Penny Williamson, Teacher – K-2 Representative  
Britney Barsotti, Teacher – 3-5 Representative  
Jodi Richey, Teacher – 1-8 Representative  
Emily Hanchett, Tioga Teacher-in-charge  
Jon Hawkins- Classified Staff  
Miles Silva, Director of Maintenance Operations  
Debra Elliot – Principal's Secretary  
Jessica Grota-Parent

# The Safe School Planning Process

It is apparent that systems already in place in the schools have kept our schools a very safe place. (See School Accountability Report Card-suspensions and expulsions data). It is also recognized that the district needs to plan for safeguarding students and staff for the future and thus must do a complete audit of facilities and procedures to minimize the possibility of a tragedy.

Each year the School Safety Committee will assess the current status of school crime/safety issues at the Tioga High School, Tenaya Elementary School and Don Pedro campuses, and review current school rules, regulations, and procedures.

The committee will review the schools' procedures for complying with existing laws related to school safety as well as any new legislation that would impact the current District-wide Comprehensive Safety Plan. The committee will identify goals and objectives that would support a high level of school safety for all students and staff.

All Safety Plan related material will be kept on file at the school sites and at the district office. This Safety Plan will be available for inspection by the members of the public.

## **Legislative Requirements – Standardized Emergency Management System (SEMS)**

The Big Oak Flat-Groveland Unified School District has incorporated protocols of California's Standardized Emergency Management System (SEMS). The California Code of Regulations, Title 19, Division 2, Chapter 1, Sections 2400-2450 outlines the requirements of all special districts. These regulations establish the Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS). SEMS is intended to standardize response to emergencies involving multiple jurisdictions or multiple agencies. SEMS is intended to be flexible and adaptable to the needs of all emergency responders in California.

SEMS requires emergency response agencies use basic principles and components of emergency management including:

- ICS,
- Multi-agency or inter-agency coordination,
- Operational area concept, and
- Established mutual aid systems.

State agencies must use SEMS. Local governments must use SEMS by December 1, 1996 in order to be eligible for state funding of response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2925, and §2930.

## **Legislative Requirements – National Incident Management System (NIMS)**

Executive Order S-2-05 issued by the Governor of California directs the California Office of Emergency Services and Office of Homeland Security, in cooperation with the Standardized Emergency Management System Advisory Board, to develop a program to integrate the National Incident Management System, to the extent appropriate, into the state's emergency management system.

In 2004, the Department of Homeland Security released the National Incident Management System (NIMS) as required by Homeland Security Presidential Directive (HSPD) -Management of Domestic Incidents and HSPD-8 Preparedness. While most emergency situations are handled locally, when there's a major incident help may be needed from other jurisdictions, the state and the federal government. NIMS was developed so responders from different jurisdictions and disciplines can work together better to respond to natural disasters and emergencies, including acts of terrorism. NIMS benefits include a unified approach to incident management; standard command and management structures; and emphasis on preparedness, mutual aid and resource management.

HSPD-5 established and designated the NIMS Integration Center (NIC) as the lead federal entity to coordinate NIMS compliance. Its primary function is to ensure that NIMS remains an accurate and effective management tool through refining and adapting compliance requirements to address ongoing preparedness needs.

To accomplish this, the Compliance and Technical Assistance Branch relies on input from Federal, State, local, tribal, multi-discipline and private sector stakeholders to assure continuity and accuracy of ongoing implementation efforts. In this collaborative role, the NIC has worked with these partners to refine and implement improvements to NIMS, including the development of performance measurement systems for State, territorial, tribal, and local governments, based on lessons learned and best practices from across the nation.

NIMS plans include;

- Use of standardized terminology,
- Standardized organizational structures (ICS),
- Interoperable communications,
- Consolidated action plans
- Unified command structures, when applicable,
- Uniformed personnel qualifications standards,
- Uniformed planning, training, and exercises,
- Comprehensive resource management, and
- Designated incident facilities.

BIG OAK FLAT-GROVELAND UNIFIED  
SCHOOL DISTRICT

**ROUTINE AND EMERGENCY**  
**DISASTER PROCEDURES**

Ed. Code 32282 (B)

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## EMERGENCY PROCEDURES PLAN

In our community, it is possible for a major disaster to occur at any time. Natural disasters such as fires and earthquakes, and man-made disasters, which can result from fallen aircraft, bus accidents, chemical accidents, bomb threats, fire, explosion/threat of explosion, and civil disturbance, are potential threats to our community, including our schools.

The Big Oak Flat-Groveland Unified School District recognizes its legal and moral responsibility to provide for the safety and welfare of its students and staff, especially in a disaster situation. The Big Oak Flat-Groveland Unified School District is also aware of its role to work cooperatively with other community agencies to prepare for and effectively deal with a disaster situation in our community.

Consequently, it is the intent of the Big Oak Flat-Groveland Unified School District to assure optimum safety and welfare of its students and staff by developing an effective emergency procedures plan and the necessary practice to carry out the plan. The effectiveness of our plan will be determined by how well our students and staff are trained.

Our plan has been prepared in compliance with California Administration Code, Title V, Education Code 560, which requires all public schools to have a written civil defense and disaster preparedness plan. Our plan includes specific courses of action to be taken by school district employees in the event of a disaster. All employees are expected to be completely familiar with the plan and their assigned responsibilities.

The major goals of this plan are to save lives, protect property, and give aid to those in need in the event of a disaster. To successfully attain these goals, it is the intent of this plan to make people aware of how to act and react before, during and after the occurrence of a disaster. Each fall, school site administrators will review the emergency procedures plan with staff and students in preparation for the new school year.

The Big Oak Flat-Groveland Unified School District welcomes any constructive suggestions from any staff or community member to improve this emergency procedures plan. If there are any questions about this plan, please contact the superintendent's office.



# COMMAND POST

The Incident Command System Post (ICSP) is the school's incident "headquarters," a location where the primary coordination and management functions are executed. The most important consideration is that the ICSP have enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response coordination. This requires a working communications system (if available), tables and chairs to work from, good lighting, writing supplies, and display areas (for maps) plans, assignments, etc.).

Possible locations for the ICSP include the school office, gymnasium, cafeteria, or yard area. It may be desirable to locate the ICSP such that the full emergency assembly area is in view, while maintaining adequate separation from the students, evacuation assemble areas, medical treatment areas, and student release areas., Each school should pre-designate a primary and alternate ICSP.

## Tenaya Campus:

### Main Office

**Primary Incident Command Post Location**

### Library or Cafeteria

**Secondary Incident Command Post Location**

## Tioga Campus:

### Main Office

**Primary Incident Command Post Location**

### Cafeteria/Gym

**Secondary Incident Command Post Location**

## Don Pedro Campus:

### Main Office

**Primary Incident Command Post Location**

### Cafeteria/Gym

**Secondary Incident Command Post Location**

# EMERGENCY ORGANIZATION CHART FOR: BOFG Unified School District-Tenaya School 2021-22

**INCIDENT COMMANDER:**

Superintendent/Principal

**ALTERNATE:**

Lead Teacher

**PUBLIC INFORMATION OFFICER:**

Superintendent/Principal

**SAFETY OFFICER:**

Superintendent/Principal

**LIAISON OFFICER:**

District Secretary

## OPERATIONS

Section Chief:

Site Principal

**Site Security Team:**

Team Leader: Jason Coultrap

Alternate /Assistant: Lydia Loera

Assistant: Kelly Koster

**Student Care Team:**

Team Leader: Penny Williamson

Alternate/Assistant: Natalie Gonzales

Assistant: Chealsey Davis

**Supplies/Facilities Team:**

Team Leader: Jon Hawkins

Alternate/Assistant: Michael Galvin

Assistant: Mark Bladck

**Situation Analysis Team:**

Team Leader: Trudi Griffin

Alternate/Assistant: Jessica Pretzer

Assistant: Jenny Porta

## LOGISTICS

Section Chief:

Site Principal and Secretary

## PLANNING

Section Chief:

Site Principal and Secretary

**Search & Rescue Team:**

Team Leader: Joanne Beaudreau

Alternate/Assistant: Holly Carson

Assistant: Lizzie Banks

**Student Release Team:**

Team Leader: Michele Hessler

Alternate/Assistant: Heidi Ludwig

Assistant: Laura Garcia

**Staffing Team:**

Team Leader: Jude Hawkins

Alternate/Assistant: Chealsey Davis

Alternate: Sarah Graham

**Documentation Team:**

Team Leader: Susan Peterson

Alternate/Assistant: Pam Reimers

**Medical Team:**

Team Leader: Jodi Richey

Alternate/Assistant: Briney Barsotti

Assistant: Hillary Mariscal

**Communications Team:**

Team Leader: Debra Elliot

Alternate/Assistant: Debbie Larson

Assistant:

**Transportation Team:**

Team Leader: Dave Pish

Alternate/Assistant: Holly Foiles

Assistant: Nellie Moore

## FINANCE/ADMIN.

Section Chief:

Tenaya Principal

**Record Keeping Team:**

Team Leader: Kristin Griffith

Alternate/Assistant: Brianna Trevino

# EMERGENCY ORGANIZATION CHART FOR: BOFG Unified School District-Tioga High School 2021-22

**INCIDENT COMMANDER:**

Superintendent

**ALTERNATE:**

Tioga Principal

**PUBLIC INFORMATION OFFICER:**

Superintendent

**SAFETY OFFICER:**

Tioga Principal

**LIAISON OFFICER:**

District Secretary

## OPERATIONS

Section Chief:

Site Administrator

## LOGISTICS

Section Chief:

Site Administrator and Secretary

## PLANNING

Section Chief:

Site Administrator and Secretary

**Site Security Team:**

Team Leader: Brian Miller

Alternate/Assistant: Rebecca Dotson

**Student Care Team:**

Team Leader: Steven Baptista

Alternate/Assistant: Emily Hanchett

**Supplies/Facilities Team:**

Team Leader: Brian Miller

Alternate/Assistant: Rebecca Dotson

**Situation Analysis Team:**

Team Leader: Emily Hanchett

Alternate/Assistant: Steven Baptista

**Search & Rescue Team:**

Team Leader: Brian Miller

Alternate/Assistant: Melissa Stegall

**Student Release Team:**

Team Leader: Lynda Martinez

Alternate/Assistant: Karen Seals

**Staffing Team:**

Team Leader: Ashlee Frades

Alternate/Assistant: Emily Hanchett

**Documentation Team:**

Team Leader: Kevin Griffith

Alternate/Assistant: Melissa Stegall

**Medical Team:**

Team Leader: Karen Seals

Alternate/Assistant: Rebecca Dotson

**Communications Team:**

Team Leader: Ashlee Frades

Alternate/Assistant: Lynda Martinez

## FINANCE/ADMIN.

**Section Chief:**

**Tioga Administrator**

**Record Keeping Team:**

Team Leader: Rebecca Dotson

Alternate/Assistant: Lynda Martinez

**Transportation Team:**

Team Leader: Cavan Rose

Alternate/Assistant: Dave Fish

# EMERGENCY ORGANIZATION CHART FOR: BOFG Unified School District-Don Pedro High School 2021-22

**INCIDENT COMMANDER:**  
Superintendent  
**ALTERNATE:**  
Don Pedro Principal

**PUBLIC INFORMATION OFFICER:**  
Superintendent

**SAFETY OFFICER:**  
Don Pedro Principal

**LIAISON OFFICER:**  
District Secretary

## OPERATIONS

**Section Chief:**  
Site Administrator

**Site Security :**

Team Leader: Jacob Payne  
Alternate: Gary Houghton

**Student Care :**

Team Leader: Penny Shuey  
Alternate/ Assistant:

**Supplies/Facilities :**

Team Leader: Julie Mc Daniel  
Alternate/ Assistant: Vickie Bradshaw

**Situation Analysis:**

Team Leader: Nickie Lamm  
Alternate:

## LOGISTICS

**Section Chief:**  
Site Administrator and Secretary

## PLANNING

**Section Chief:**  
Site Administrator and Secretary

**Search & Rescue Team:**

Team Leader: Gary Houghton  
Alternate/Assistant: Melissa Stegall

**Student Release Team :**

Team Leader: Vickie Bradshaw  
Alternate/Assistant: Jeannette Thompson

**Staffing :**

Team Leader: Nickie Lamm  
Alternate :

**Documentation :**

Team Leader: Vickie Bradshaw  
Alternate: Cindy Tomaino

**Medical:**

Team Leader: Mark Browning  
Alternate/Assistant: Melissa Stegall

**Communications:**

Team Leader: Nickie Lamm  
Alternate: Jessica Carson-Hull

## FINANCE/ADMIN.

**Section Chief:**  
**Don Pedro Administrator**

**Record Keeping:**

Sheri Cochran

**Transportation:**

Team Leader: Jeannie Jenkins

The following pages provide a brief description of each position. Use to assign duties. Note that the Organization Chart provided utilizes all positions of a full scale incident. Each incident calls for appropriate level of staff involvement. Chart is designed to be collapsed or expanded as needed.

## EMERGENCY ORGANIZATION CHART • DESCRIPTION OF DUTIES

### MANAGEMENT/COMMAND

#### INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/ disaster operations and shall remain at the Command Post (CP) to observe and direct all operations.

Ensure the safety of students, staff and others on campus.  
Lead by example; your behavior sets tone for staff and students.

**Note:**  
If available wear  
**WHITE vests.**

#### SAFETY OFFICER

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

#### PUBLIC INFORMATION OFFICER

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the direct PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

#### LIAISON OFFICER

The Liaison Officer serves as the point of contact for outside Agency Representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

## PLANNING

### PLANNING SECTION CHIEF

Note: If available wear **YELLOW** vests.

Responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with the Incident Commander to develop the Incident Action Plan (IAP).

#### DOCUMENTATION UNIT

Responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

#### SITUATION ANALYSIS UNIT

Responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Note:

Wear **ORANGE**  
vests if available.

## OPERATIONS

### OPERATIONS SECTION CHIEF

Manages the direct response of the disaster which can include the following teams: (as needed)

<b>SITE SECURITY TEAM LEADER</b>	<i>Assess, identify &amp; mitigate campus hazards during &amp; immediately following on-site disaster/emergency. Responsible for campus security.</i>	<b>LEADER</b>	<b>ASSISTANT</b>
<b>SEARCH &amp; RESCUE TEAM LEADER</b>	<i>Manages &amp; Executes search and rescue efforts on campus. Minimum of 2 persons per team.</i>	<b>LEADER</b>	<b>ASSISTANT</b>
<b>MEDICAL TEAM LEADER</b>	<i>Responsible for provision of emergency medical response, first aid &amp; counseling. Reports need of health or medical services. Ensures appropriate actions in event of deaths.</i>	<b>LEADER</b>	<b>ASSISTANT</b>
<b>STUDENT CARE TEAM LEADER</b>	<i>Responsible for providing for safe sheltering &amp; care of students &amp; staff during emergency. Facilitates campus evacuation if necessary.</i>	<b>LEADER</b>	<b>ASSISTANT</b>
<b>STUDENT RELEASE TEAM LEADER</b>	<i>Oversees the reunification of students with parents or authorized adults through Request &amp; Release Gates.</i>	<b>LEADER</b>	<b>ASSISTANT</b>



# LOGISTICS

## LOGISTICS SECTION CHIEF

Note:

Wear **LIME GREEN** vests if available.

Responsible for providing facilities, services, personnel, equipment, materials and forms in support of incident. Sets up & maintains check-in roster.

SUPPLIES/FACILITIES UNIT	STAFFING UNIT	COMMUNICATIONS	TRANSPORTATION
Provides facilities, equipment, supplies and materials in support of the incident	Responsible for coordinating check-in and assignment of personnel (staff, students, disaster volunteers).	Establishes, coordinates and directs verbal & written communication within the school disaster site & with the school district.	Implements the transportation plan during school emergency. Assesses need for buses, trucks, etc. for transporting students, staff and/or supplies & directs vehicles.
<b>LEADER</b>	<b>LEADER</b>	<b>LEADER</b>	<b>LEADER</b>
<b>ASSISTANT</b>	<b>ASSISTANT</b>	<b>ASSISTANT</b>	<b>ASSISTANT</b>



*Note: These positions are usually only activated in a major incident or following an accident.*

**FINANCE/ADMINISTRATION SECTION CHIEF**

**Note:**  
Wear **DARK GREEN** vests if available.

**FINANCE/ADMIN. CHIEF**

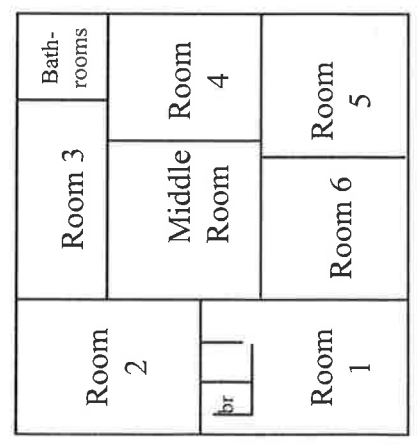
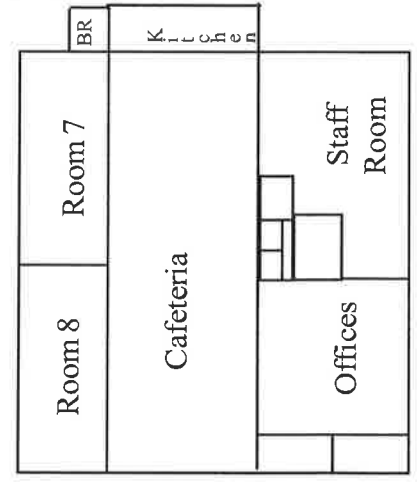
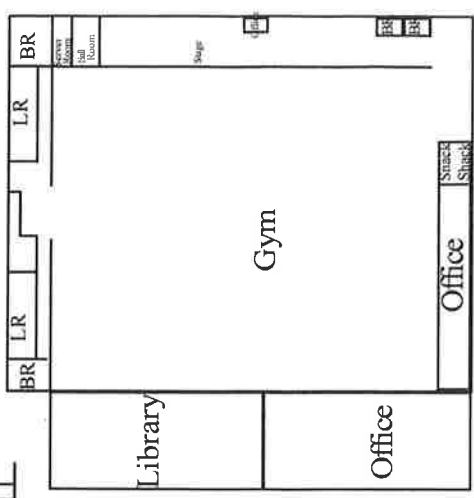
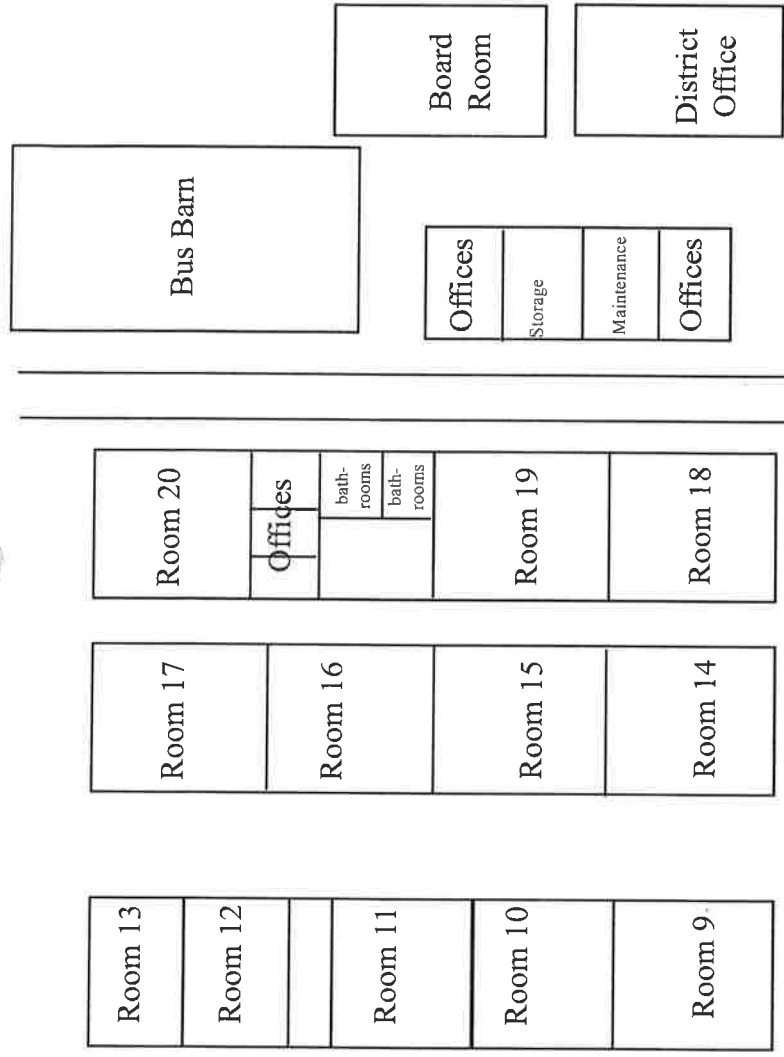
Responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

**RECORD KEEPING UNIT**

Responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims, and cost recovery are maintained during campus emergencies.



- Room 1 Kinder
- Room 2 Preschool
- Room 3 1st Grade
- Room 4 3rd Grade
- Room 5 Sensory Room
- Room 6 Spec. Ed
- Room 7 Computer Lab
- Room 8 Tech Room
- Room 9 2nd Grade
- Room 10 3rd Grade
- Room 11 Art
- Room 12 Spec. Ed
- Room 13 Book Room
- Room 14 4th Grade
- Room 15 Science
- Room 16 5th Grade
- Room 17 7th Grade
- Room 18 Title I
- Room 19 6th Grade
- Room 20 8th Grade
- Room 22 Dental Clinic



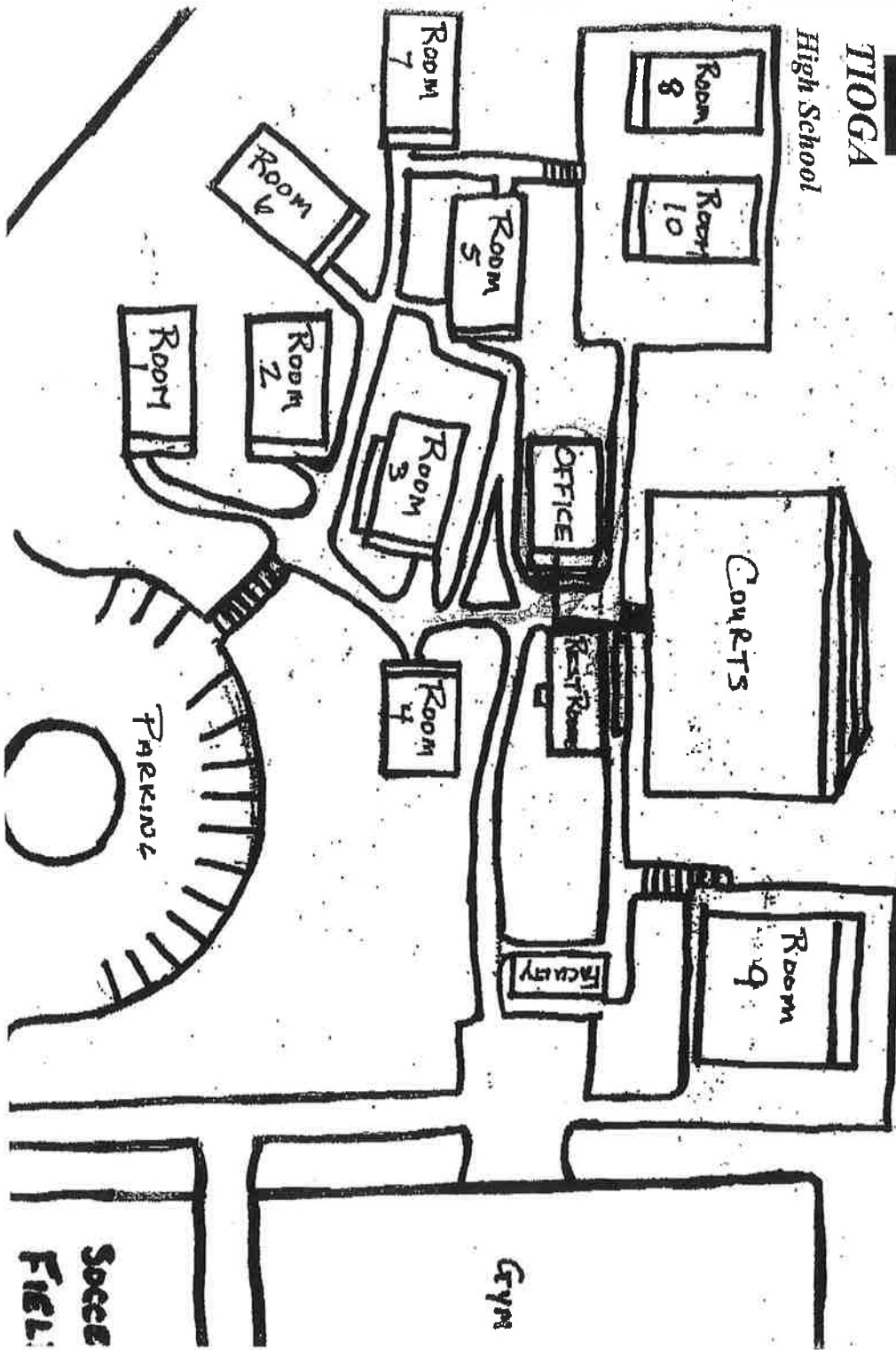
Entrance

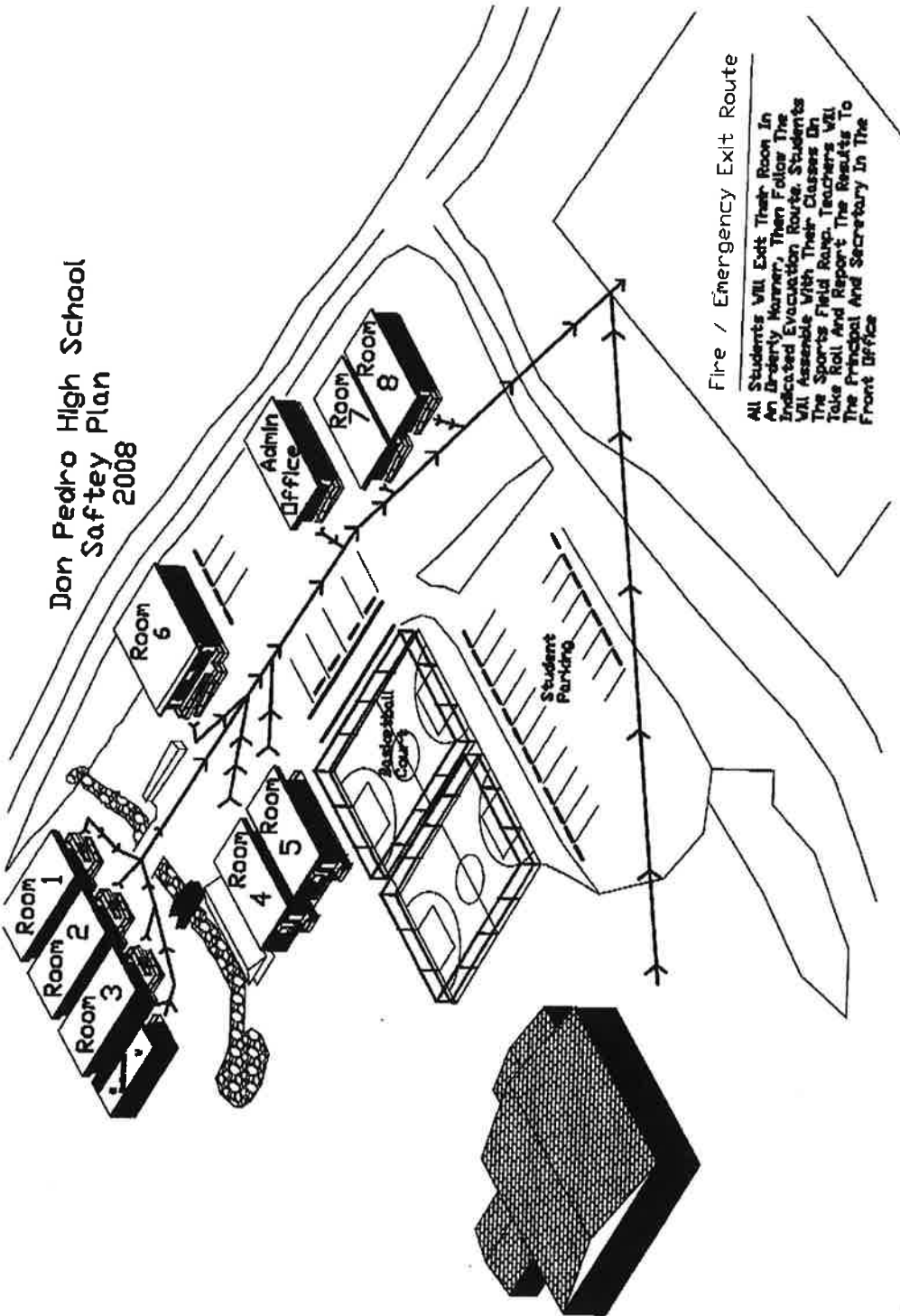
Parking lot



TIOGA

High School



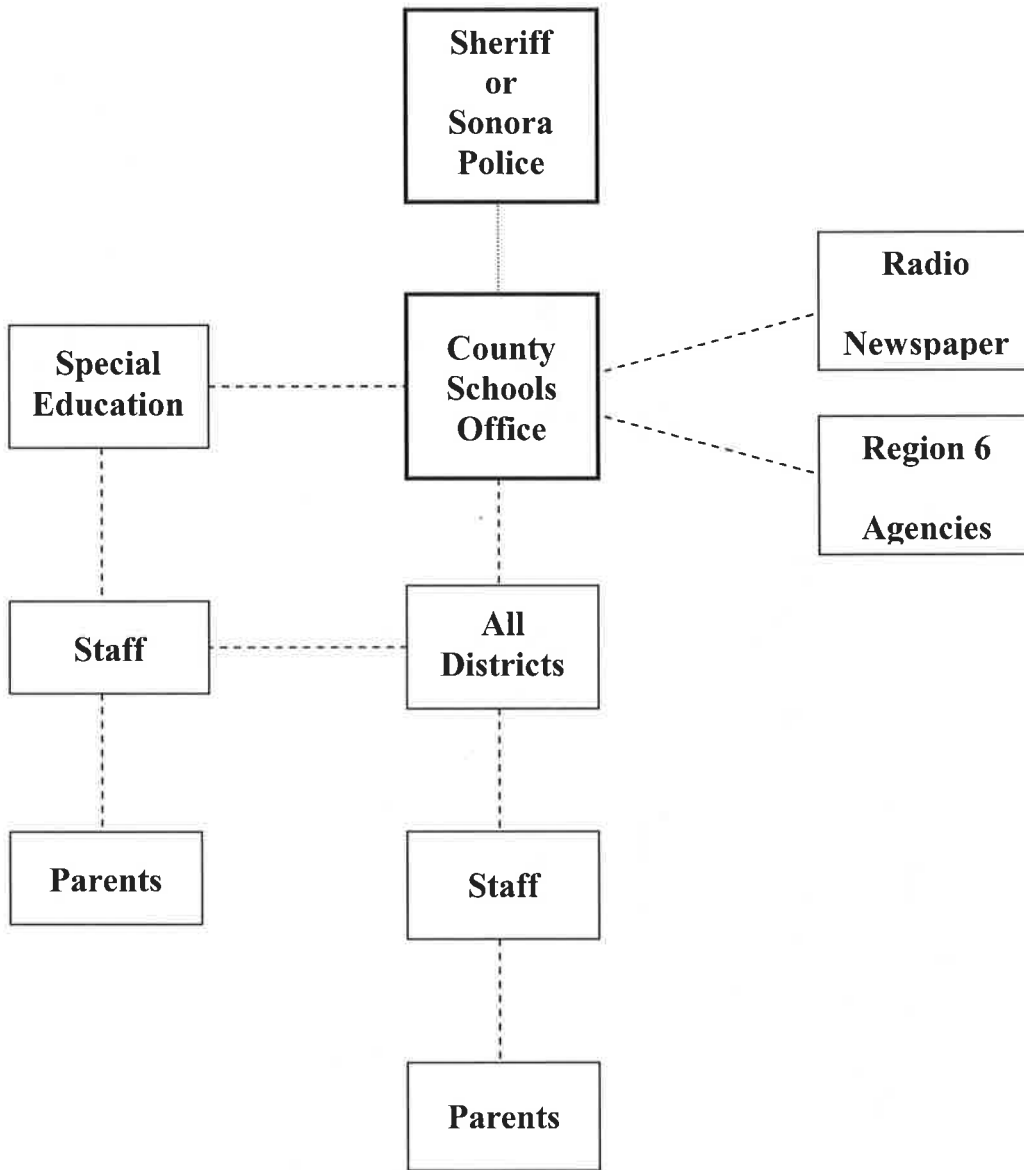


**Fire / Emergency Exit Route**

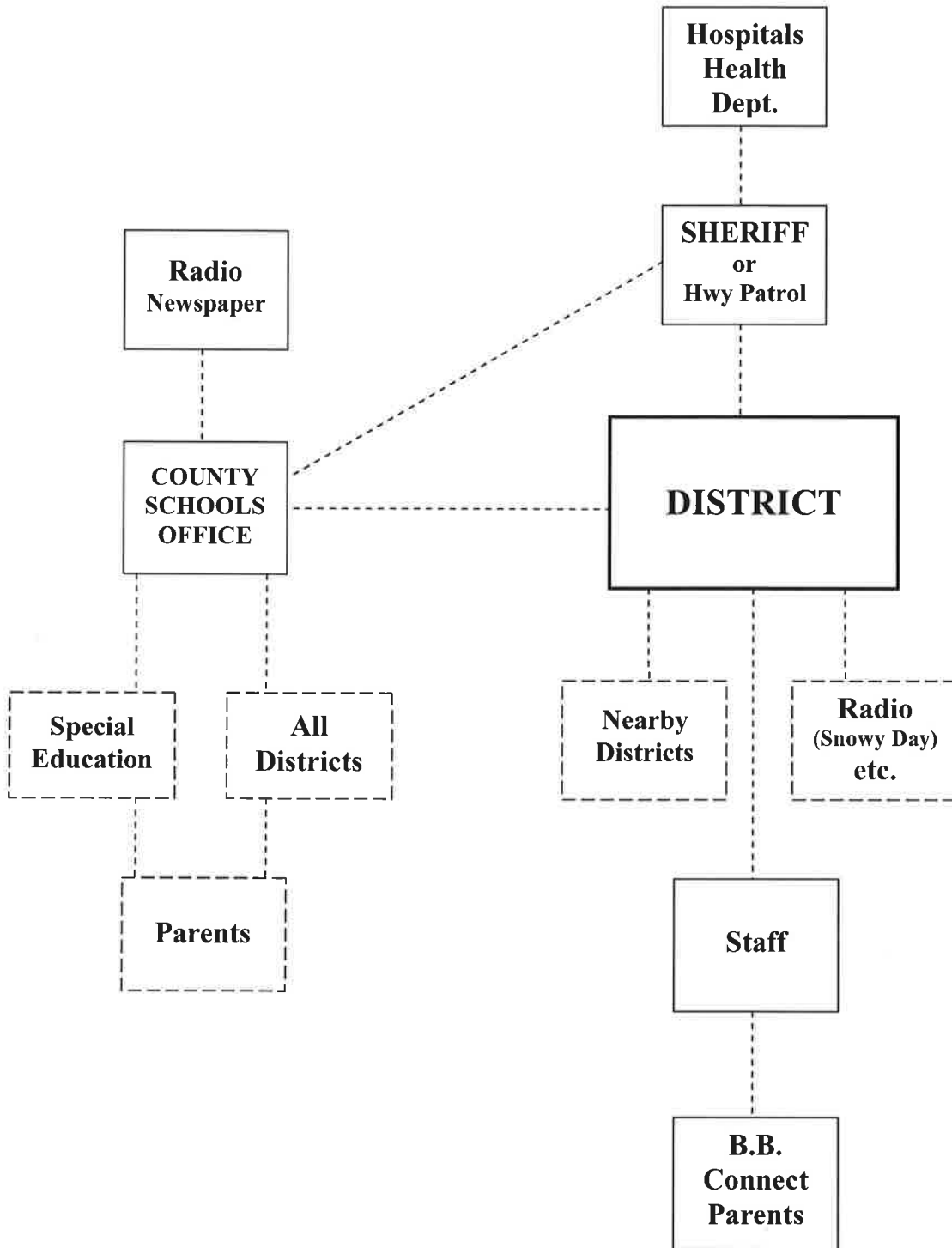
All Students Will Exit Their Room In An Orderly Manner, Then Follow The Indicated Evacuation Route. Students Will Assemble With Their Classes On The Sports Field. Teachers Will Take Roll And Report The Results To The Principal And Secretary In The Front Office

**Don Pedro High School  
Safety Plan  
2008**

# COUNTY-WIDE EMERGENCY COMMUNICATION MATRIX



# DISTRICT EMERGENCY COMMUNICATION MATRIX



# EMERGENCY PHONE NUMBERS

## Emergency

**9-1-1**

Ambulance	
Fire and Rescue	962-7891
Highway Patrol	943-8600
Tuolumne County Sheriff	533-5815
American Red Cross	532-4112
Sonora Police	532-8143

## Communications/Media

KVML – Star 92 – KKBN Sonora	533-1450
Modesto Bee	800-776-4233
Union Democrat	532-7151

## Insurance

SISC (Self Insured Schools of California)	1-661-636-4710
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## Medical

Adventist Health Sonora	532-5000
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## **OTHER:**

### Airports:

Pine Mountain Lake, Groveland (Jim Thomas)	533-5685
Columbia (Jim Thomas)	533-5685

<u>Transportation/Maintenance Dept.</u>	962-5765 ext.1092
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### Gas-Propane

JS West	532-7475
Pro-Flame	984-0800
Suburban Propane	984-5283

Pacific Gas & Electric (PG&E)	800-834-0004
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### Telephone:

AT&T	800-222-0300
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### Tuolumne County:

Board of Supervisors	533-5521
Health Department	533-7400
Office of Emergency Services	533-5511
Social Services	533-5711
Superintendent of Schools Office	536-2000
Transportation Services	533-5601



## Tuolumne County Schools' Phone Numbers

Belleview Elementary	586-5510
Big Oak Flat-Groveland District	962-5765
Chinese Camp Elementary	984-5421
Cold Springs High School	586-3011
Columbia Elementary School	533-7700
Curtis Creek District	533-1083
Curtis Creek Elementary	532-1428
Dario Cassina High School	532-1587
Don Pedro High School	852-2864
Jamestown Elementary School	984-5217
Long Barn High School	586-3011
Mother Lode Adventist	532-2855
Mother Lode Christian	928-4126
Shaws Flat	536-2012
Sierra Country	984-0454
Sonora District	532-5491
Sonora Elementary	532-3159
Sonora High School	532-5511
Sonora High School District	533-8510
Soulsbyville Elementary	532-1419
South Fork High School	956-3521
Springfield Community Day School	533-5450
Summerville Elementary	928-4291
Summerville High School	928-4228
Tenaya Elementary	962-7846
Tioga High School	962-4763
Twain Harte Elementary School	586-3266

## PRE-EMERGENCY PROCEDURES

### A. Preparation of the Schools

1. Hazard Assessment
  - a. To be performed by qualified appropriate personnel.
  - b. To include evaluation of interior and exterior portions of school buildings as well as school grounds.
  - c. To include assessment of:
    - (1) Proximity of toxic, flammable, corrosive, chemically reactive material.
    - (2) Proximity of high voltage power lines.
    - (3) Possible effects of flooding that may need particular consideration.
    - (4) Probable safety of evacuation areas after a quake; proximity of gas, water, sewer lines.
    - (5) Interior hanging fixtures.
    - (6) Windows, particularly those near doorways.
    - (7) Bookcases and shelving within classrooms as well as all objects on shelves and cabinets.
    - (8) Stability of water heaters.
  - d. To allow for removal or correction of hazards insofar as practicable.
2. First Aid Supply Station(s)
  - a. To provide for storage of first aid material.
  - b. To be cited as to location on school premises.
  - c. To include first aid supplies (see suggested list).
3. Equipment
  - a. To be inventoried and supplemented with new purchases if necessary (see suggested list).
  - b. To be cited as to location on school premises.
  - c. To include tools and instructions for shutting off gas, electricity, and water.
  - d. To include communication equipment including AM-FM battery operated radio, walkie-talkies, bullhorns, and extra batteries.
  - e. To include provision for emergency sanitation facilities.
4. General Information
  - a. To be maintained at main office

- b. To include:
- (1) Plot map of school including shut-off valves for gas, electricity, and water and hot water heaters. Also list at least 3 persons trained to disconnect them.
  - (2) Number and location of fire extinguishers.
  - (3) Emergency phone numbers for city and county disaster-responding agencies (including police and fire departments, hospitals, Red Cross, Civil Defense, gas, electric and water companies, Office of Emergency Services).
  - (4) Contents and location for all first aid supplies plus suggested locations for establishing emergency disaster and first aid treatment centers; first aid procedures.
  - (5) Chain of Command.
  - (6) List of disaster related equipment and map where located.
  - (7) Frequency of radio station(s) broadcasting local disaster information.
  - (8) Duplicate copies of emergency cards to be held at one other location other than the school office.
  - (9) Names of at least 2 persons with first aid training who would operate the first aid center.
  - (10) Names of staff members with training in first aid and CPR.
  - (11) Copy of complete emergency procedures plan.
  - (12) Names, addresses, and phone numbers of those in the surrounding community who have agreed to assist the schools.
  - (13) Identification and location of emergency supplies of water within the school: hot water heaters, etc.
  - (14) Notation concerning special medication for students and staff.
  - (15) Hazardous materials inventory and location for all sites.

B. Preparation of the Students

1. Classroom Education

- a. Earthquake education program to be taught as designated by the principal: to include:
- (1) Geology of earthquakes.
  - (2) Importance of earthquake drills.
    - (a) Discuss noise accompanying quake, results (fallen books, broken glass, etc.), and need for students to be silent and listen for directions.
    - (b) Discuss aftershocks and procedures if elsewhere at time of quake (bathroom, on way to or from school, etc.).
    - (c) Discuss prevalence of quakes all over the world; frequent natural event.
    - (d) Discuss procedures (let students know what to do if



- l. Schedule a workshop each fall for staff covering emergency preparedness.
  - m. Schedule community education programs as appropriate.
2. Principal
- The Principal shall:
- a. Be knowledgeable of the responsibilities for disaster preparedness.
  - b. Designate a second in command and a backup.
  - c. Designate a location for the emergency first aid supplies. Supervise storage of equipment and water.
  - d. Set up procedures to protect essential records.
  - e. See that teachers are trained (responsibilities, earthquake curriculum, first aid and CPR). Provide training for new staff, aides, and substitutes.
  - f. Establish (with the cooperation of the staff) routes from the classroom to the evacuation site.
  - g. See that the earthquake and fire education and drills are completed as designated.
  - h. Plan for traffic control during disaster and designate a person to be in charge and a backup.
  - i. See that equipment is properly located and that maps locating such equipment are up to date.
3. Teachers
- The Teachers shall:
- a. Be knowledgeable of responsibilities for disaster preparedness.
  - b. Include earthquake education in the curriculum as directed and when appropriate.
  - c. Conduct meaningful drills.
  - d. Consider taking and maintaining current CPR and first aid training.
  - e. Provide written directions for a substitute in case of absence.
4. Secretarial Staff
- The Secretarial Staff Shall:
- a. Know procedures for preserving essential school records in case of a disaster.
  - b. Be knowledgeable of the emergency procedures plan.
  - c. Assist the principal as appropriate.
5. Custodians
- The Custodians shall:
- a. Know location of and procedures for turning off water, gas, electricity

- and intake valve on water heaters.
  - b. Know location of disaster equipment and supplies.
- 6. Food Services Staff  
The Food Services Staff shall:
  - a. Be knowledgeable of responsibilities for disaster preparedness.
  - b. Keep a current list of food supplies on hand.
  - c. Cooperate with outside agencies (Red Cross, etc.).
- 7. Bus Drivers  
The Bus Drivers shall:
  - a. Be knowledgeable of emergency procedures plan.
  - b. Keep current on state and county emergency procedures for bus drivers.
- 8. All Other Staff Personnel (Aides, Substitute Teachers, Student Teachers, etc.)
  - a. Be aware of emergency procedures plan.
  - b. Performs duties as assigned.

## FIRST AID SUPPLIES

These supplies will be kept in the school's main office

<u>Supplies</u>	<u>Quantity</u>
Band-aids, box	1
Steri-pads Gauze pads	10
Gauze roller 2" x 5 yd., doz.	2
Adhesive tape roll 1"	1
Adhesive tape roll 2"	1
Tongue depressors, box 500	1
Magazines for splints	stack
Wood, long pieces for splints	4
Elastic bandages 2" ankle wrap	2
Ampules ammonia inhalant, box	1
Eye solution	1
Instant cold packs squeezable	2
Scissors, small sharp	1
Splinter forceps	1
Forehead thermometer	1
Safety pins, assorted box	1
Phisoderm (green soap)	1
Red Cross first aid manual	1
Sanitary napkins, box	1
Household bleach, quart	1
Tylenol or non-aspirin substitute	1
Eye patches, sterile	1
Kleenex, large box	1
Warm blanket	1
Flashlight with batteries	1
Baking soda, box	1
Universal antidote, bottle	1
Iso rubbing alcohol, pint	1
Neosporin, tube	1
Kaopectate and spoon	1
Stretcher	1
Paper, pens (for record keeping)	Several
Latex or plastic gloves	

## EMERGENCY EQUIPMENT

### Suggested List

Axe  
Blankets  
Bullhorn (with batteries)  
Can opener, manual  
Crowbars  
Cups, paper or plastic  
Fire extinguishers  
Flashlights (extra batteries)  
Gas lantern and fuel  
Gas stove and fuel  
Hammers  
Hoses  
Knives, heavy duty  
Light sticks  
Masking tape  
Matches, wax protected tips  
Pails  
Picks  
Plastic garbage bags, 1 per child, rain protection  
Plastic sheeting  
Pot to boil water  
Rope  
Saws, hand  
Screwdrivers  
Shovels  
Stretcher  
String  
Tarps, drop cloths  
Toilet paper  
Transistor radio (extra batteries)  
Walkie talkies (if available)  
Waterbaskets and plastic liners  
Wire  
Wire cutters  
Wrenches  
Other items as appropriate for school location



## **EMERGENCY EVACUATION CLASSROOM BACKPACK**

For use ONLY in emergency situations, a backpack will be placed in a visible, unobstructed location in each classroom and contain (in addition to the content listed below) an attendance sheet, student photo I.D. cards and an All Accounted For -green/red-Students Missing 8 1/2" x 11" laminated flip sheet.

The backpack will be utilized in a crisis as well as in practice fire and other drills. One pack per class should be taken on field trips.

The following are recommended contents for the backpacks:

1. Small first aid kit
2. First aid manual
3. Bright colored vinyl vest to be worn in non drill situations
4. Non-latex gloves
5. Whistle
6. Flashlight/batteries
7. Post-it note pad
8. Two (2) felt pens
9. Moist towelettes
10. Emergency thermal survival blanket (tiny folded size)
11. Transistor radio/batteries – OPTIONAL

A separate emergency file will be kept updated in the office for each class including current class lists. A special form will be signed by each parent stating to whom the student could be released in case of major emergency. One staff member will be assigned to take this file out of the office in an emergency and report to a particular assigned area.

Be aware and plan for any special needs of students on your campus.

# Big Oak Flat-Groveland Unified School District Drills Log Sheet 2021-22 School Year

\_\_\_\_ Tenaya

\_\_\_\_ Tioga

\_\_\_\_ Don Pedro

## Fire Drill

Date-

Date-

Date-

Date-

Date-

Date-

Date-

Date-

Date-

Date-

## Earthquake Drill

Date-

Date-

Date-

## Lock Down Drill-Intrusive and Non-Intrusive

Date-

Date-

## Teacher Illness Drill

Date-

## Others, as appropriate

Date-

Date-

## SEMS/NIMS TRAINED

SEMS/NIMS Staff Training/Review Date-

## ALICE

ALICE Staff and Student Training/Review Date-

Post in office at each site.

# FIRE

**FIRE DRILLS WILL BE CONDUCTED ON EACH CAMPUS AT LEAST ONCE MONTHLY. ONE DRILL DURING THE YEAR WILL BE UNANNOUNCED. THE PRINCIPAL WILL HAVE THE RESPONSIBILITY OF INITIATING THE DRILLS.**

## Purpose

To train students and staff to leave the building in an orderly fashion, quietly, safely and quickly in case of an emergency.

To teach self-control in time of present and future emergencies.

## Signals

Fire alarm systems will signal the beginning of a drill. The drill will consist of continuous ringing of the alarm.

At the completion of the drill, the alarm will be manually stopped for a period of silence.

“All Clear” will be called and verbal confirmation that the drill is completed.

## DUTIES:

### A. Principal

1. Notification of proper authorities immediately upon discovery of the fire, notify the following:
  - fire department (911)
  - District Superintendent
  - County Superintendent of Schools Office
  - Emergency medical assistance (if needed)
  - Appropriate law enforcement (if needed)
  - Insurance carrier
2. Post traffic control at school parking lot so that lot is accessible for emergency traffic.
3. Set up first aid station(s), if needed, and direct all medical supplies.
4. Notify parents/guardians in case of serious injuries.

B. Teacher

1. Clear room of all persons. Take backpack, green/red flip card and attendance sheet with you!
2. Close all windows and doors, if possible. Turn off lights. Leave door unlocked for emergency personnel.
3. Lead the class to their designated safety area used for fire drills as quickly as possible.
4. Maintain order.

C. Custodian and Drill Staff

1. Check to see that all windows and doors are closed, lights are turned out and doors are left unlocked in each classroom and common rooms.
2. Know locations of fire extinguishers and alarm boxes on campus.
3. Report to principal or designee for further instructions.

# EARTHQUAKE

## Signals

The earthquake itself is a real emergency.

Voice of the teacher for drills: the word "DROP" is sufficient.

ALL CLEAR: teacher command.

Evacuation of buildings (if necessary) - Use fire drill procedures.

## DUTIES:

### A. Principal

1. Notification of proper Authorities - Immediately following the earthquake, notify the following:
  - a. District Superintendent
  - b. County of Superintendent Schools Office
  - c. Appropriate emergency services as needed
  - d. Insurance carrier
2. Oversee conservation and distribution of water.
3. Determine location of First Aid Center.
4. Notify parents/guardians of any serious injuries.
5. Post traffic control to keep parking lot free for emergency vehicles.

### B. Teacher

1. Children should be quiet and calm and ready to listen to directions.
2. Each person should assume the "DUCK, COVER AND HOLD" position (head tucked, with face covered by arms and hands) under their desks, with backs to the windows. This will protect head and eyes against falling timbers and flying glass as much as possible. Hold this position until "ALL CLEAR" signal is given.
3. If children are on the playground, they should go to the area assigned for fire drill if possible, otherwise lie flat on the ground.
4. If the children are on their way to class when an earthquake occurs, they should move away from all buildings and tall objects and stop until the quake is over. Students should then proceed to class for further instructions.

### C. Custodian

1. Gas and electricity should be turned off to prevent fires.
2. Assist in any fire-fighting or recovery activities.
3. Help set up emergency sanitation facilities, if needed.

### D. Secretary

1. Under direction of principal, provide for preservation of essential school records.
2. Monitor radio emergency broadcasts.
3. Funnel volunteers to locations where needed.

*When an earthquake strikes*

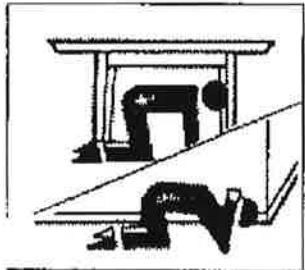
## Duck, Cover and Hold

Whether you are in your home, a school classroom, a high-rise or another type of building, it is important to know how to protect yourself during an earthquake. Practice what to do during an earthquake and teach yourself and your family members to react automatically when the shaking starts. If you are outdoors when the shaking starts, get into an open area away from trees, buildings, walls and power lines. If you are indoors, follow the steps below:



### DUCK

**DUCK** or drop down to the floor.



### COVER

Take **COVER** under a sturdy desk, table or other furniture. If that is not possible, seek **COVER** against an interior wall and protect your head and neck with your arms. Avoid danger spots near windows, hanging objects, mirrors or tall furniture.



### HOLD

If you take cover under a sturdy piece of furniture, **HOLD** on to it and be prepared to move with it. **HOLD** the position until the ground stops shaking and it is safe to move.

Developed by the Governor's Office of Emergency Services

## CAMPUS EVACUATION:

1. If campus evacuation is necessary, the following procedures will be used:
  - a. Direction from the principal or his/her designee for students to remain in their evacuation locations or move to a new location
  - b. All certificated and classified staff that are not directly supervising a class will also report to the gym if directed to assist in the emergency evacuation.
  - c. Busses will line up in the loading area/s designated by the transportation supervisor.
  - d. Students will be directed to board the busses upon clearance from the transportation supervisor and will be allowed to stand if necessary, while riding.
  - e. Students who do not have transportation home will wait in the gym and will be supervised by school staff members. They will remain there until transportation arrangements can be made for them.
  - f. All released students are to proceed directly to their homes if not directed otherwise.
2. If available, crowd and traffic control assistance will be requested from law enforcement.
3. In the case of an extreme city or county-wide emergency, the school will become a center for community aid under the Tuolumne County Incident Command System.
  - a. ***The ICSP (Incident Command System Post) will be activated in the main office*** and will coordinate activities with the Tuolumne County ICS.
  - b. The school site emergency team members will report to the ICSP as needed.
  - c. The school staff will become the nucleus of the community aid center.
  - d. Specific staff responsibilities have been assigned. Report back to the Tuolumne County Incident Command System.

# BOMB THREAT

## Telephone Call

1. Person receiving the threat should keep the caller on the line. Delay the caller with such statements as: "I am sorry, I did not understand you. What did you say?"
2. Use the Bomb Threat Call Checklist (page 33) to record the call.
3. Notify the Superintendent and Principal.

## Letter

If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found shall be noted. Care shall be taken in handling the message by immediately placing it in the cellophane envelope for fingerprint detection.

WARNING: Do not use walkie talkies as they could spark and trigger detonation of the possible bomb.

## DUTIES:

### A. Principal

1. Notification of Proper Authorities  
Immediately upon receipt of the message, by whatever form, notify by telephone the following:
  - a. Appropriate law enforcement agency
  - b. Fire department
  - c. District Superintendent
  - d. County Superintendent of Schools Office
  - e. Insurance carrier
2. Conducting the Search
  - a. A search should be conducted only by the appropriate agency.
  - b. Report, but do not touch, any suspicious objects.
  - c. Discovery of suspicious object:
    - ask teachers to keep students in rooms.
    - if necessary, ask teachers to evacuate students using established routes not jeopardized by the threat.
    - secure building or area to prevent re-entry.
    - water, gas and fuel lines leading to danger zone should be shut off.
3. Evacuation  
Verbal instructions to each class will be required since the evacuation rests with the principal of the school. The fire department or bomb squad shall take over the responsibility if they feel that the situation is dangerous. In any event, **THE BUILDING SHOULD BE EVACUATED IMMEDIATELY.**
4. Explosion and/or Fire  
In case of explosion, and a fire, the usual emergency procedures shall be followed.



- B. Secretary
1. If you receive the call, follow the procedures of “telephone call.”
  2. Contact principal at once.
  3. Immediately turn off the clock and bell system.
- C. Custodian
1. Provide assistance to principal when necessary.
  2. Shut off gas, water and fuel line, if necessary.
- D. Teacher
1. Keep students in room unless asked to evacuate.
  2. If asked to evacuate, evacuate students immediately along established fire drill routes; unless routes are too dangerous.
  3. Take attendance sheet and emergency back pack if asked to evacuate.
  4. Stay with students.

### EXPLOSION OR THREAT OF EXPLOSION

- A. Principal
1. Notify appropriate law enforcement and fire department as necessary.
  2. Notify Superintendent for any further instruction.
  3. Notify County Superintendent of Schools.
  4. Notify insurance carrier
  5. Students and staff must not return to the school until the fire department and law enforcement officials declare the area safe.
- B. Teacher
1. Give immediate “DROP” command in the event of an explosion at the school or within the school building.
  2. Sound the school alarm. This will automatically implement action: LEAVE BUILDING (take attendance sheet and emergency back pack with you).
  3. Move to designated area of safety and maintain control of students.
  4. Render first aid if necessary.
  5. Take attendance and account for missing students.
  6. If it is possible to fight small fires safely, do so.
  7. Principal will direct further action as required.
  8. Students and staff must not return to the school until law enforcement and fire department officials declare the area safe.

# BOMB THREAT CALL CHECKLIST

## QUESTIONS TO ASK

## EXACT WORDING OF THE THREAT

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

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Sex of caller:  Male  Female    Approximate Age: \_\_\_\_\_    Race: \_\_\_\_\_    Length of call: \_\_\_\_\_

### Caller's Voice:

- |                                       |                                   |                                 |   |
|---------------------------------------|-----------------------------------|---------------------------------|---|
| <input type="checkbox"/> Calm         | <input type="checkbox"/> Laughing | <input type="checkbox"/> Lisp   | <input type="checkbox"/> Disguised              |
| <input type="checkbox"/> Angry        | <input type="checkbox"/> Crying   | <input type="checkbox"/> Raspy  | <input type="checkbox"/> Accent    Type: _____  |
| <input type="checkbox"/> Excited      | <input type="checkbox"/> Normal   | <input type="checkbox"/> Deep   | <input type="checkbox"/> Familiar    Who: _____ |
| <input type="checkbox"/> Slow         | <input type="checkbox"/> Distant  | <input type="checkbox"/> Ragged | <input type="checkbox"/> Deep Breathing         |
| <input type="checkbox"/> Rapid        | <input type="checkbox"/> Slurred  | <input type="checkbox"/> Soft   | <input type="checkbox"/> Clearing Throat        |
| <input type="checkbox"/> Stutter      | <input type="checkbox"/> Nasal    | <input type="checkbox"/> Loud   | <input type="checkbox"/> Cracking Voice         |
| <input type="checkbox"/> Other: _____ |                                   |                                 |   |

### Background Sounds:

- |  |  |  |   |
|--|--|--|---|
| <input type="checkbox"/> Street Noises | <input type="checkbox"/> House Noises  | <input type="checkbox"/> Factory Machinery | <input type="checkbox"/> Motor                |
| <input type="checkbox"/> Crockery      | <input type="checkbox"/> Long Distance | <input type="checkbox"/> Pay Phone         | <input type="checkbox"/> Music    Type: _____ |
| <input type="checkbox"/> Voices        | <input type="checkbox"/> Office        | <input type="checkbox"/> Static            | <input type="checkbox"/> Clear                |
| <input type="checkbox"/> PA System     | <input type="checkbox"/> Machinery     | <input type="checkbox"/> Local             | <input type="checkbox"/> Animal Noises        |
| <input type="checkbox"/> Other: _____  |  |  |   |

### Threat Language:

- |   |   |                                       |                                     |
|---|---|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Well Spoken/Educated | <input type="checkbox"/> Foul Language                | <input type="checkbox"/> Incoherent   | <input type="checkbox"/> Irrational |
| <input type="checkbox"/> Taped                | <input type="checkbox"/> Message read by threat maker | <input type="checkbox"/> Other: _____ |                                     |

Remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reported call immediately to: \_\_\_\_\_ Phone #: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

## FALLEN AIRCRAFT

Warning of a falling or fallen aircraft is usually by sight, sound, or fire. If an aircraft falls near the school, the following actions will be taken:

### DUTIES:

#### A. Principal

1. The principal will determine which emergency action should be implemented.
2. The principal shall contact appropriate emergency agencies, i.e., fire department, law enforcement, medical emergency, etc.
3. The principal will notify the District Superintendent.
4. The principal will notify the County Superintendent of Schools Office.
5. The principal will notify the insurance carrier.

#### B. Teacher

1. When necessary, teachers will take immediate action to insure the safety of students if the principal is unable to direct emergency action.
2. Students and staff must be kept at a safe distance from the aircraft; the aircraft may explode.
3. The principal will direct further action as required.

## CHEMICAL ACCIDENT

Warning of a chemical accident is usually received from the fire or sheriff's departments or from Office of Emergency Services when such accidents occurring near the school are a threat to the safety of the school. Such accidents could happen on the school grounds as well. An overturned tanker, a broken fuel line, or an accident in a commercial establishment are all potential hazards.

If such an accident occurs, the following procedures will be followed:

### DUTIES:

#### A. Principal

1. The principal shall evaluate the accident and notify appropriate authorities.
2. Determine whether the students and staff should leave the grounds.
3. If it is necessary to evacuate the area, move crosswind, never directly with or against the wind which may be carrying fumes.
4. The principal shall notify the District Superintendent.
5. The principal shall notify the County Superintendent of Schools Office.
6. The principal shall notify the insurance carrier.

#### B. Teacher

1. Determine the need to implement action:  
A) LEAVE BUILDING? Take attendance sheet and emergency back pack.  
B) REMAIN IN CLASSROOM? (If remaining in classroom, shut off heater/air conditioner and close all windows.)
2. Take attendance. If any children are missing, notify principal immediately.
3. The principal will direct further action as required. Students and staff must not return to the school until the fire department officials have declared the area to be safe.

## SERIOUS BUS ACCIDENT

In the event of a serious school bus accident, the driver will follow the established procedure that is listed below.

The driver will notify the Director of Transportation. He/she will notify appropriate law enforcement, medical, other emergency agencies, site principal, and the Superintendent.

A command post near the accident scene will be established by the "Incident Commander" to provide the media and parents with information about the accident and students. The bus driver, if able, will be the Incident Commander until law enforcement arrives to assume that responsibility.

Students are taught bus evacuation procedures annually.

### Bus Driver Duties:

1. Secure the bus in a safe manner.
2. Evaluate the scene as to the need for evacuation. If evacuation is necessary, do so in an orderly manner and make sure the students are kept in a group away from the accident scene, seated if possible. Seriously injured students who are unable to evacuate, shall not be moved until appropriate emergency and medical authorities arrive at the accident scene, unless there is a life-threatening situation.
3. Contact the Director of Transportation regarding your location and needs.
4. Administer first aid and calm students.
5. Set reflector flares.
6. Refer to seating chart to account for students.
7. The driver must remain calm and not discuss the accident with anyone except authorized personnel.

### Transportation Director Duties:

1. Upon receipt of bus driver telephone call/radio message, remind incident commander to establish a command post.
2. Keep radio tuned.
3. Notify the emergency services, Superintendent, law enforcement and fire protection agencies.
4. Notify the County Superintendent of Schools Office.
5. Notify the insurance carrier

## LOCK-DOWN: SHOOTINGS/EXTREME ACTS OF VIOLENCE

### **FOLLOW ALICE PROCEDURES AND PROTOCOLS**

If a situation occurs in which a weapon wielding individual comes on campus, a shooting or other extreme act of violence occurs, the school will go on emergency alert and the Lock-down Procedure will be immediately initiated.

#### Procedure:

1. "Initiate Lock-down Procedure immediately" over the public address system
2. The Tuolumne County Sheriff's Department and school district Superintendent will be notified immediately.
3. The bell system will be turned off to prevent undirected student movement.
4. Teachers will perform the following procedures:
  - a. Check the hallways outside your classroom and adjacent to your classroom. Instruct any students/staff to enter your classroom for "lock-down."
  - b. Lock all classroom doors and exit doors and close all blinds.
  - c. Keep students away from windows and doors. Instruct them to remain calm, quiet and locate them near the ground, out of sight from the intruder attempting to look into the classroom.
  - d. If your door has a window, cover it with a piece of paper if possible.
  - e. If you observe an intruder, use the telephone and report the location, description, and direction the intruder is headed.
  - f. Await further instructions.
5. All buildings will be locked by custodial/drill staff as soon as possible.
6. If this type of situation occurs during lunch periods, students will be directed to go to the nearest building or classroom. Instructions may be communicated by:
  - a. The intercom/public address system, and/or
  - b. Verbal directions from staff on the grounds.
7. Staff and students remaining outside after the lock-down will report directly to the office if possible - with caution. If the staff or students are unable to reach the office safely, they are to remain hidden until law enforcement can escort them to safety.
8. The ICSP (Incident Command System Post) will be activated in the district office

(school office as a secondary location). The school site crisis team will report to the ICSP, or a specific location on campus if the situation dictates it.

9. Once the Tuolumne County Sheriff's Department arrives, they will assume control of the situation until the emergency subsides. They will initially be directed to the ICSP, or a specific location on campus if the situation dictates it. The school administration will resume control when the school is deemed safe. Communication to families will be made through Blackboard Connect.
10. Staff and students will be given further direction and information with an "ALL CLEAR" signal.

# LOCKDOWN: INTRUDER/HOSTAGE

Initiate ALICE procedures and protocols as directed.

Intruder shall be defined as any non-student or student perceived as a threat to students and staff. The immediate safety of students and staff members will be the primary concern of the school.

## Intruder Identification:

### A. Staff members:

Any staff member who identifies a non-student on campus without proper identification, or student whose behavior indicates danger to others (eg. weapon wielding) will initiate contact with the individual in a non-confrontational manner.

1. Approach the individual with the assistance of another staff member.
2. If possible, ask another staff member to contact the office for you and advise the office where you will be. (Request this staff member to keep an eye out if possible.)
3. Make contact with the intruder with the Triangle Contact method. Make sure you have designated which staff member will be the contact and which will be the back-up person.
4. Use non-verbal communications:
  - 1 finger: back-up staff member may leave
  - 2 fingers: back-up staff member should stay
  - 3 fingers: both staff members break off the contact as soon as it is safe
  - Closed fist: Presence of a weapon - both staff members break off the contact.The school goes into Intruder Alert, 911 needs to be called.

### B. Principal or his designee:

1. Call 911- state as much information as possible.
2. Turn off the clock and bell system to prevent undirected student movement.
3. Enact the Intruder Alert Announcement: "An intruder has been identified on the campus, please follow Lockdown procedures immediately. The intruder is described as ....."

## Lockdown Procedures:

1. Check any hallways outside your classroom and bathrooms adjacent to your classroom. Instruct any students/staff to enter your classroom for "lock-down".
2. Lock all classroom doors and exit doors.



3. Turn the lights off.
4. Keep students away from windows and doors. Instruct them to remain calm, quiet and locate them near the ground, out of sight from the intruder.
5. If your classroom has windows, close blinds and curtains. If your door has a window, cover it with a piece of paper if possible.
6. If you observe an intruder, use the telephone and report location, description, and direction the intruder is headed.
7. Await further instructions.

- All buildings will be locked by custodial/drill staff as soon as possible.
- Staff and students remaining outside after the lockdown will report directly to the office-with caution.
- If the Intruder Alert is initiated during a break, all students and staff will report to the nearest classroom for lockdown.

C. 911 Response - Law Enforcement

1. Will establish communication with the principal.
2. A SWAT Team will assemble.
3. A hostage negotiator will be on site.
4. A communication system will be set up.
5. A restricted perimeter area will be established for the media:
  - a. ALL public information will come from law enforcement.
  - b. The media will receive information from the restricted area only.
  - c. A relationship will be established with the media early for ground rules.

- D. School staff and students will not move into campus areas other than their designated safe area until an "ALL CLEAR" signal is received from the Principal or his designee.

Procedure:

A. For Teachers/Individual facing the person:

1. Stay calm.
2. Begin a dialogue with the person in a quieting manner.
3. Try to keep communication going, without comments of the consequences of person's behavior.
4. Keep students orderly in the classroom or surrounding area.
5. Get help as soon as possible.

# CIVIL DISTURBANCE OF STUDENTS

In the event of a civil disturbance, the principal will immediately notify the District Superintendent, County Superintendent of Schools Office, law enforcement agencies and the insurance carrier.

## DUTIES:

### A. Principal

1. Address the group, informing participants of possible consequences of their actions.
  - a. Individuals who violate school policy by encouraging illegal demonstrations by fellow students may be immediately suspended.
  - b. Individuals who refuse to comply with school and civil regulations will be removed from the school premises by the police, if necessary.
  - c. Participants in illegal demonstrations will be given 10 minutes to cease such activity and remove themselves from the area; those remaining at the end of 10 minutes may be subject to suspension from school.
  - d. Leaders of illegal demonstrations, either active in addressing the group or restraining the voluntary actions of any individual who wishes to return to class, should be addressed by name and told should he/she persist in their actions, they may be immediately suspended from school.
  - e. Students who are on the fringes of the demonstration (onlookers) who do not honor the 10-minute dispersal request may be suspended from school and removed from the school property.
  - f. School personnel will not enter the group or take any action that will provoke violence.
  - g. Faculty members will escort students to their proper locations in the building, if necessary, to avoid disturbances in other areas of the building or to prevent such students from returning to the building.
  - h. The principal will determine which doors will be locked to contain the disturbance. Exits will be designated and a staff member stationed at such exits.

### B. Custodian/Drill Staff

1. Custodians will lock all but one boy's and one girl's restroom. Those two restrooms will remain under supervision of the custodians.

### C. Teacher

1. Under the direction of the principal, the faculty members will surround the participating students, if possible, to prevent others from joining in the disturbance and to confine the disturbance to one area.
2. Teachers will keep students in their classrooms until notified that the

- disturbance has been controlled.
3. Teachers who have free periods will report to the principal's office for assignment of specific duties.

D. Secretary

1. The school secretary will turn off the bell system to prevent students from transitioning from one classroom to another.

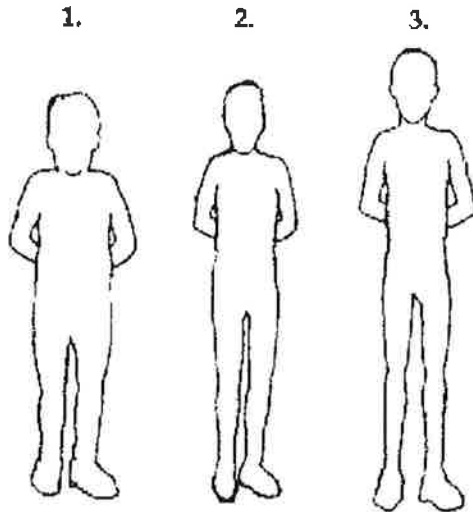
# STUDENT KIDNAPPING

## Procedure:

1. Any kidnapping or suspected kidnapping will be reported to the principal immediately.
2. A call to 911 will be made by the principal or his/her designee.
3. The Kidnapped, Missing Or Intruder Information Checklist on the following page will be completed. School staff will submit the checklist to the principal or his/her designee immediately.
4. ***The ICSP (Incident Command System Post) will be activated by the principal or his/her designee in the main office.*** The school site emergency staff will report to the ICSP. The public information officer will provide updated information for the media and parents. All information for release will be cleared with law enforcement and the victim' s parents first.

## KIDNAPPED, MISSING OR INTRUDER INFORMATION CHECKLIST

Look at these three pictures. Check the one that seems closest to the body type.



**CALL 911**

Time of incident: \_\_\_\_\_

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

Name, if known: \_\_\_\_\_

Check body type at left.

Hair: Length:

\_\_\_ Short, \_\_\_ Medium

\_\_\_ Long

Type:

\_\_\_ Straight, \_\_\_ Wavy

\_\_\_ Curly, \_\_\_ Very Curly

Color:

\_\_\_ Blond, \_\_\_ Lt., \_\_\_

\_\_\_ Med., \_\_\_ Dk. brown

\_\_\_ Sandy, \_\_\_ Red

\_\_\_ Black, \_\_\_ Gray

Facial:

\_\_\_ Moustache, \_\_\_ Beard

\_\_\_ None

Eyes: \_\_\_ Blue, \_\_\_ Brown, \_\_\_ Green, \_\_\_ Hazel

Glasses: \_\_\_ Yes, \_\_\_ No

Skin Color: \_\_\_ White, \_\_\_ Brown, \_\_\_ Black

Ethnicity: \_\_\_ Caucasian, \_\_\_ Hispanic, \_\_\_ Black, \_\_\_ Asian, \_\_\_ Am. Indian

Approximate Age: \_\_\_ years

Approximate Height: \_\_\_\_\_ feet

Approximate Weight: \_\_\_\_\_ pounds

Clothing: \_\_\_ Hat, \_\_\_ Mask; \_\_\_ Jacket, Color \_\_\_\_\_

\_\_\_ Shirt/Blouse, Color \_\_\_\_\_, Style \_\_\_\_\_

\_\_\_ Pants, Color \_\_\_\_\_; Shoes, Kind \_\_\_\_\_, Color \_\_\_\_\_

Other details: \_\_\_\_\_

Weapon: \_\_\_ No, \_\_\_ Yes. Type: \_\_\_\_\_

Any Message: \_\_\_ Verbal, \_\_\_ Written. Please attach.

How was information about this incident received?

Completed by: \_\_\_\_\_ Position: \_\_\_\_\_

# SUICIDE THREAT

1. Evaluate degree of risk utilizing appropriate staff member.
  - a. Appropriate staff member will determine degree of risk by meeting with the student and asking appropriate questions. Questions will attempt to determine current emotional status, mental health history and evidence of suicide plan.
2. If student is determined to be at low risk:
  - a. Alert staff members to look for suicidal signs.
  - b. If signs or symptoms are noted, staff should know whom to report the situation.
  - c. DO NOT fail to report suicidal intentions to administration, parents, and appropriate suicide prevention agencies.
  - d. Be prepared to assist parents with recommendation for professional help.
3. If a student is determined to be at high risk:
  - a. Notify principal immediately.
  - b. Principal notify parents/guardians.
  - c. Appropriate staff contact emergency crisis team and 911.
  - d. Do not let the high-risk student leave school without notifying the principal.
  - e. Keep visual contact with student at all times until professional help arrives (close supervision is essential).
  - f. Inform student that professional help is coming to assist student.
  - g. Designate a staff member to follow-up.

# **BUILDING EVACUATION PROCEDURE**

## **STUDENTS WITH SPECIAL NEEDS**

Special Education teachers and paraprofessionals will meet and design an evacuation plan appropriate for students with special needs. Site administrators will work with the classroom teachers of students having a 504 plan to design an evacuation plan as needed.

**Tenaya Elementary School**

**2021-22 School Year**

**Student**

**Amberlynn Brown  
Bam DeRosett  
Ruby Pratt**

**Teacher**

**Barsotti/Pritchard  
Barsotti / Pritchard  
Smith/Pritchard**

**Plan for this student:**

**Ruby Pratt- Aide will accompany her to evacuation area.**

**Amberlynn Brown-**

**She has difficulty with ambulation, aide will accompany her to evacuation area.**

**Bam DeRosett-**

**Intensive needs aide will accompany student to evacuation area.**

\_\_\_\_\_ **Not applicable this school year**    **Signed** \_\_\_\_\_

# BUILDING EVACUATION PROCEDURE STUDENTS WITH SPECIAL NEEDS

Special Education teachers and paraprofessionals will meet and design an evacuation plan appropriate for students with special needs. Site administrators will work with the classroom teachers of students having a 504 plan to design an evacuation plan as needed.

**Tioga High School**

**2021-22 School Year**

**Student** \_\_\_\_\_ **Teacher** \_\_\_\_\_

**Plan for this student:**

\_\_\_\_\_ **Not applicable this school year**    **Signed** \_\_\_\_\_



# BUILDING EVACUATION PROCEDURE STUDENTS WITH SPECIAL NEEDS

Special Education teachers and paraprofessionals will meet and design an evacuation plan appropriate for students with special needs. Site administrators will work with the classroom teachers of students having a 504 plan to design an evacuation plan as needed.

**Don Pedro High School**

**2021-22 School Year**

**Student** \_\_\_\_\_ **Teacher** \_\_\_\_\_

**Plan for this student:**

\_\_\_\_\_ **Not applicable this school year**    **Signed** \_\_\_\_\_

# BUILDING EVACUATION PROCEDURE STUDENTS WITH SPECIAL NEEDS

Special Education teachers and paraprofessionals will meet and design an evacuation plan appropriate for students with special needs. Site administrators will work with the classroom teachers of students having a 504 plan to design an evacuation plan as needed.

**Moccasin Community Day School**

**2019-20 School Year**

**Student** \_\_\_\_\_ **Teacher** \_\_\_\_\_

**Plan for this student:**

\_\_\_\_\_ **Not applicable this school year** **Signed** \_\_\_\_\_



## GUIDELINES FOR STUDENT EMERGENCIES

Parents should be notified if an injury occurs with the exceptions of very minor scrapes and bruises. An accident report should be used by the school and parent notification should be documented along with a description of the incident, the treatment and the outcome. It is essential that student emergency information be kept current in Aeries

First aid includes the ability to stay calm, provide words of encouragement, be willing to help and feel competent to act. Calm assessment of the situation, i.e. what is happening, is the student breathing, do I need help, if so, what kind, etc. is very important and necessary. There are no definite answers to cover all situations, but there are some guidelines to help you decide if a call to 911 is in order.

1. Is this situation something I cannot handle?
2. Am I in doubt about what to do?
3. Do I know what to do?

It is important that all office personnel, aides, yard duty, bus drivers, etc. be trained and keep current CPR and First Aid training.

While most emergency situations encountered in schools are not life threatening, the possibility exists that they may be. Therefore, appropriate plans must be in place for immediate treatment and mobilization of emergency services. Use the following TRIAGE PLAN to help determine the appropriate action to be taken.

### **When to Call 9-1-1**

The following set of 9-1-1 Guidelines were designed to assist teachers and other school personnel in identifying medical emergencies, which require the immediate activation of the Emergency Medical Services (EMS) system.

- Acute airway obstruction
- Cardiac or respiratory arrest
- Near drowning
- Massive or uncontrolled bleeding
- Internal bleeding
- Poisoning, both internal and external
- Allergic reactions
- Unconscious states for any reason
- Head injuries with loss of consciousness or disorientation
- Chemical burns to the eye
- Major burns
- Heat stroke or heat exhaustion
- Neck or back injury
- Dislocations and fractures
- Penetrating eye injuries
- Drug overdose
- Seizures

**What to do in a medical emergency:**

- Immediately activate the EMS system by calling 9-1-1
- Notify administrator and get nurse or trained staff person to patient
- Provide first aid and support to patient until EMS personnel arrive

**Delays in initiating and EMS response can have life-threatening effects!**

**CATEGORY**

**EMERGENCY PLAN**

**I. Immediate treatment and mobilization of emergency medical services needed**

- |  |   |
|--|---|
| A. Acute airway obstruction                              | Immediately notify administrator. Get a trained staff person to victim. Initiate ambulance call. Notify trained staff if not with victim. Administrator or trained staff notifies parent. |
| B. Cardiac or respiratory arrest                         |   |
| C. Near drowning   |   |
| D. Massive external hemorrhage and internal hemorrhage   |   |
| E. Internal poisoning or external poisoning              |   |
| F. Anaphylaxis   |   |
| G. Neck or back injury                                   |   |
| H. Chemical burns of the eye                             |   |
| I. Heat stroke   |   |
| J. Penetrating/crushing chest wounds<br>And pneumothorax |   |

**II. Immediate evaluation and referral to treatment facility needed**

- |                               |   |
|-------------------------------|---|
| A. Internal bleeding          | Immediately notify administrator. Get a trained staff person to victim to evaluate condition. Initiate ambulance call, if necessary. Notify trained staff if not with victim. Administrator or trained staff notifies parent. |
| B. Coronary occlusion         |   |
| C. Dislocations and fractures |   |
| D. Unconscious states         |   |
| E. Heat problems              |   |
| F. Major burns                |   |
| G. Drug overdose              |   |
| H. Head injury with loss of   |   |
| I. Penetrating eye injuries   |   |
| J. Seizure – cause unknown    |   |

**III. Medical consultation desirable within an hour**

- |                                      |   |
|--------------------------------------|---|
| A. Lacerations                       | Contact trained staff or administrator. Trained staff person assesses the extent of injury. Notify parent and refer to medical facility if necessary. |
| B. Bites and stings – animal, insect |   |
| C. Burns with blisters               |   |
| D. Accidental loss of tooth          |   |
| E. Acute emotional state             |   |
| F. Moderate reactions to drugs       |   |
| G. High fever (above 102 F)          |   |
| H. Asthma/wheezing                   |   |
| I. Nonpenetrating eye injury         |   |

**IV. Attention by a trained staff person with parent consultation needed**

- |                                  |   |
|----------------------------------|---|
| A. Convulsion in known epileptic | Contact trained staff person or administrator. Trained staff assesses extent of injury. |
| B. Insulin reaction in diabetic  |   |
| C. Severe abdominal pain         |   |

- D. Fever 100 to 103 F
- E. Sprains
- F. Frostbite

Notify parent and medical facility if necessary.

V. Minor injuries/illnesses – can be handled by trained staff person following standard procedures

- A. Abrasions
- B. Minor burns
- C. Nosebleeds

Refer student to trained staff person. Child may remain in school.

In addition to specific procedures for specific situations and mechanisms to continually update training of school health and school staffs in first aid and CPR, there is a need to develop programs for monitoring and preventing school accidents, for making plans that may be specific to the needs of a particular child's condition or illness and for educating students in self-care and management of minor accidents, abrasions and minor trauma.

**TERMS:**

**UNIVERSAL PRECAUTIONS:** Are precautions/guidelines appropriate for preventing the spread of ALL infectious disease. UNIVERSAL PRECAUTIONS are thorough handwashing, gloving when needed and proper disposal of contaminated wastes. The routine use of appropriate precautions by caregiver regardless of knowledge of germs present in the individual student's blood, saliva, nasal discharges, vomit, urine or feces prevents the transmission of disease and protects the caregiver. When handling the discharges from another person's body, always use these precautions. Use of the UNIVERSAL PRECAUTIONS removes the need to know which persons are infected with which germs in the school setting.

**HANDWASHING:** Facilities should include liquid or powdered soap from a dispenser. (Bar soap becomes contaminated.) Handwashing should be done before rendering first aid and after caring for students. Hands are to be washed after removing gloves.

**GLOVES:** Are to be worn by staff members who administer first aid involving blood, open wounds or handling of bodily fluids. Disposable gloves should be standard components of first aid supplies. They should be readily accessible to school offices, cafeterias and athletic training rooms.

**TRASH DISPOSAL:** Waste containers double lined with plastic bags and marked appropriately are recommended for disposal of trash containing blood or any body spills that may contain blood. If needles, syringes or lancets are used in the school setting, these contaminated sharps should be placed in a puncture proof container. Do not bend or break needles. Do not recap needles.

**CPR:** Devices that prevent backflow of fluids from the mouth of a victim being given CPR should be readily accessible to those persons CPR certified and most likely to be the rescuers in the school setting.

The CPR guide sheets that follow will be posted in each classroom and common areas.

## CONCUSSIONS

	Mild	Potentially Serious
Signs/Symptoms	<ul style="list-style-type: none"> <li>▶ Disorientation</li> </ul>	<ul style="list-style-type: none"> <li>▶ Memory Loss (Greater than 15 minutes)</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Decreased Coordination</li> </ul>	<ul style="list-style-type: none"> <li>▶ Uneven pupils</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Behavior Changes</li> </ul>	<ul style="list-style-type: none"> <li>▶ Vomiting</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Amnesia (Less than 15 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Clear fluid oozing from ears or nose</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Drowsiness</li> </ul>	<ul style="list-style-type: none"> <li>▶ Unconscious (Greater than 30 seconds)</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Headache</li> </ul>	<ul style="list-style-type: none"> <li>▶ Alert periods of mental confusion (Greater than 15 min)</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ringing in the ears</li> </ul>	
	<ul style="list-style-type: none"> <li>▶ Difficulty focusing</li> </ul>	
Treatment	<ul style="list-style-type: none"> <li>▶ If these symptoms resolve within 20-30 minutes then:                             <ol style="list-style-type: none"> <li>(1) Alert family physician as soon as possible</li> <li>(2) Monitor student for at least 24 hours to see if there are any other signs/symptoms present</li> </ol> </li> </ul>	<b>If any of the following occur, call 9-1-1:</b> <ul style="list-style-type: none"> <li>▶ Uneven pupils</li> <li>▶ Vomiting</li> <li>▶ Clear fluid oozing from ears of nose</li> <li>▶ Unconscious (greater than 15 seconds)</li> </ul>
	<ul style="list-style-type: none"> <li>▶ If symptoms DO NOT resolve within 20-30 minutes, see a physician</li> </ul>	Alert family physician as soon as possible
	<ul style="list-style-type: none"> <li>▶ Due to the life threatening nature of overlapping concussions, DO NOT RETURN TO THE GAME UNTIL SYMPTOMS HAVE COMPLETELY RESOLVED.</li> </ul>	***Concussion signs and symptoms can often develop over time. Any time you suspect concussion and the obvious signs are not present, monitor the student and take them to the emergency room if the symptoms worsen or new symptoms develop.

## HEAD, NECK AND SPINE INJURIES

	Potentially Serious
Signs/Symptoms	<ul style="list-style-type: none"> <li>▶ Student is unconscious for more than 15 seconds</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Student experiences the inability to control movements, is unable to move or has numbness or tingling in any limb as a result of trauma</li> </ul>
Treatment	<b>CALL 9-1-1</b>
	<b>NEVER MOVE AN STUDENT THAT IS UNCONSCIOUS OR IS SUSPECTED OF HAVING A HEAD/NECK/SPINE INJURY!</b>

## FRACTURES

	<b>Following trauma look for:</b>
<b>Signs and Symptoms</b>	<ul style="list-style-type: none"> <li>▶ Deformity</li> <li>▶ Inability to move limb below injury site</li> <li>▶ Popping/snapping sound or sensation</li> <li>▶ Loss of sensation below injury site</li> <li>▶ Localized swelling</li> </ul>
	<p><b>Walking and/or moving are not definitive tests! Many students fracture the outer lower leg bone (fibula) and are still able to walk.</b></p>
<b>Treatment</b>	<ul style="list-style-type: none"> <li>▶ Ice</li> <li>▶ Stabilize the joints above and below the site of the injury; make student as comfortable as possible</li> <li>▶ Compression can help decrease swelling; do not attempt compression if this increases pain or compromises the injury</li> <li>▶ Elevation of limb if possible</li> <li>▶ Do not attempt stabilization, compression, or elevation if pain increases with movement</li> <li>▶ See physician or go to emergency room</li> </ul> <p>Young students can sustain fractures and if these fractures are slight, they may not be visible by x-ray. If symptoms persist, return in 10-14 days for another x-ray.</p>

## TRAUMATIC JOINT INJURY (Shoulder, Elbow, Wrist, Hip, Knee, Ankle)

	<b>Mild</b>	<b>Potentially Serious</b>
<b>Signs/Symptoms</b>	<ul style="list-style-type: none"> <li>▶ General soreness</li> <li>▶ Radiating pain</li> </ul>	<ul style="list-style-type: none"> <li>▶ Persistent weakness</li> <li>▶ Severe pain</li> <li>▶ Rapid, localized and/or profuse swelling</li> </ul>
<b>Treatment</b>	<p><b>RICE: for the first 48-72 hours</b></p> <ul style="list-style-type: none"> <li>▶ Rest – NO PRACTICE</li> <li>▶ Ice – 20-30 minutes every hour while awake</li> <li>▶ Compression – Elastic wrap</li> <li>▶ Elevation – above level of heart</li> </ul> <p>If symptoms persist or increase, see a physician.</p>	<ul style="list-style-type: none"> <li>▶ Ice</li> <li>▶ Elevation of limb (if possible)</li> </ul> <p><b><i>Do not attempt to stabilize or elevate if pain increases with movement</i></b></p> <ul style="list-style-type: none"> <li>▶ See physician or go to emergency room</li> </ul>



## FACIAL INJURIES (Face, Eye, Nose, Jaw, Teeth)

	Mild	Potentially Serious
Signs/Symptoms	<ul style="list-style-type: none"> <li>▶ Facial bruising with no accompanying signs of concussion</li> </ul>	<ul style="list-style-type: none"> <li>▶ Deformity</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Swollen lip with no injury to teeth</li> </ul>	<ul style="list-style-type: none"> <li>▶ Facial injury with accompanying signs of concussion</li> </ul>
		<ul style="list-style-type: none"> <li>▶ Facial injury that involves broken or loosened teeth</li> </ul>
		<ul style="list-style-type: none"> <li>▶ Inability to move jaw</li> </ul>
		<ul style="list-style-type: none"> <li>▶ Blunt injuries to the eye socket (i.e. ball, elbow, etc.) or a serious bruise to the cheek bone</li> </ul>
Treatment	<ul style="list-style-type: none"> <li>▶ Ice</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ice – do not put pressure on any eye injury</li> </ul>
	<ul style="list-style-type: none"> <li>▶ If symptoms persist or increase, see a physician</li> </ul>	<ul style="list-style-type: none"> <li>▶ See Dentist and/or physician immediately</li> </ul>
		<ul style="list-style-type: none"> <li>▶ <b>Call 9-1-1 if unconscious more than 15 seconds or if student exhibits signs of shock</b></li> </ul>
		<ul style="list-style-type: none"> <li>▶ Facial injuries are often accompanied by profuse bleeding. <b>Keep calm</b> and assess the situation to see if student can be transported by car or if an ambulance is needed</li> </ul>
		<ul style="list-style-type: none"> <li>▶ While most eye injuries are minor, all eye injuries should be evaluated by a physician. <b>DO NOT ATTEMPT TO REMOVE CONTACT LENS FROM INJURED EYE!!!!</b></li> </ul>
		<ul style="list-style-type: none"> <li>▶ If tooth is knocked out you can:               <ol style="list-style-type: none"> <li>(1) Store tooth between students cheek and gum if possible</li> <li>(2) Store tooth in a container with milk</li> </ol> <b>GO TO A DENTIST OR EMERGENCY ROOM IMMEDIATELY</b> </li> </ul>

## OVERUSE INJURIES (Tendonitis, Strains, Shin Splints, Foot/Arch)

	<b>Minor Injury – care for quickly and properly</b>
<b>Signs/Symptoms</b>	<ul style="list-style-type: none"> <li>▶ Complaint of general soreness/stiffness as student moves</li> </ul>
	▶ General feeling of weakness
	▶ Persistent “nagging” pain
	▶ Chronic soreness that may come and go or move about slightly, and generally is worse in the morning
	▶ Inflammation may or may not be visible
<b>Treatment</b>	<b>RICE: for the first 48-72 hours</b>
	▶ Rest – NO PRACTICE
	▶ Ice – 20-30 minutes every hour while awake
	▶ Compression – Elastic wrap
	▶ Elevation – above level of heart
	Ice and gently stretch muscles surrounding the overuse injury site before and after activity.
	If symptoms persist or increase, see a physician.

## SHOCK

	<b>Potentially Serious</b>
<b>Signs/Symptoms</b>	<ul style="list-style-type: none"> <li>▶ Complaint of feeling faint or lightheaded</li> </ul>
	▶ Skin appearance may be cold and clammy, or pale and moist
	▶ Increased heart and/or breathing rate
	▶ Increased thirst
	▶ Student may be experiencing changes in level of consciousness or exhibiting inappropriate behavior (i.e. laughing, trying to move, etc.)
	▶ Student may experience signs/symptoms of shock even if injury is minor. Treat shock as a serious concern despite the severity of the injury
<b>Treatment</b>	▶ Lay student down and if possible, elevate the legs above the level of the heart
	▶ Control bleeding if necessary. Use proper first aid and safety precautions/procedures
	▶ Minimize pain as much as possible
	▶ Control heat loss. Cover with blanket or jackets
	▶ Call 9-1-1 if injury warrants
	▶ Respond calmly
	▶ Keep student distracted; do not allow him/her to stare at injury if possible
	▶ Keep crowds at a distance

## CHEST/RIB/ABDOMINAL INJURIES

	Minor	Potentially Serious
<b>Signs/Symptoms</b>	<ul style="list-style-type: none"> <li>▶ General chest/rib soreness with breathing and/or touch and/or movement</li> </ul>	<ul style="list-style-type: none"> <li>▶ Complaint of popping/snapping sound or sensation in chest, rib or collar bone areas</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Abdominal pain without any previous direct blow</li> </ul>	<ul style="list-style-type: none"> <li>▶ Difficulty breathing</li> </ul>
		<ul style="list-style-type: none"> <li>▶ Black and blue bruising</li> </ul>
		<ul style="list-style-type: none"> <li>▶ <b>CALL 9-1-1 Anytime that a softball/baseball player is hit in the chest with a fast ball and experiences painful breathing, difficulty breathing or inability to catch breath</b></li> </ul>
		<ul style="list-style-type: none"> <li>▶ Abdominal pain after a direct blow and/or abdominal pain accompanied by shoulder pain, paleness or dizziness</li> </ul>
		<ul style="list-style-type: none"> <li>▶ Complaint of pain on or near the collar bone, when raising arm</li> </ul>
		<ul style="list-style-type: none"> <li>▶ Visible lump on or near the collar bone</li> </ul>
<b>Treatment</b>	<b>RICE: for the first 48-72 hours</b>	<ul style="list-style-type: none"> <li>▶ Ice</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Rest – NO PRACTICE</li> </ul>	<ul style="list-style-type: none"> <li>▶ Stabilize the area if necessary – make the student as comfortable as possible</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Ice – 20-30 minutes an hour while awake</li> </ul>	<ul style="list-style-type: none"> <li>▶ See physician or go to the emergency room</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Compression – Elastic wrap</li> </ul>	<ul style="list-style-type: none"> <li>▶ Always monitor for shock</li> </ul>
	<ul style="list-style-type: none"> <li>▶ Elevation – Not possible with this type of injury</li> </ul>	
	<p>If symptoms persist or increase, see a physician</p>	

## HEAT ILLNESS

	Heat Cramps	Heat Fatigue	Heat Exhaustion (EMERGENCY)	Heat Stroke (EMERGENCY)
<b>Signs/Symptoms</b>	CRAMPING	▶ Rapid fatigue	▶ Throbbing headache	▶ Possibly incoherent speech
	Usually in calf or thigh however, can be in any muscle group	▶ Student may notice more cramping or may think that cramping has subsided	▶ Nausea	▶ Disorientation, confusion
		▶ <b>SLOW RECOVERY FROM ACTIVITY</b>	▶ Chicken skin (mostly chest and upper arm)	▶ Possible aggressive behavior that may be followed by rapid unconsciousness
			▶ Fatigue	▶ <b>ABSENCE OF SWEATING</b>
			▶ Dizzy, lightheaded	▶ <b>WARM, DRY SKIN</b>
			▶ Student may suddenly collapse	
			▶ <b>COOL, PALE SKIN</b>	
			▶ <b>PROFUSE SWEATING</b>	
<b>Treatment</b>	▶ <b>REPLACE</b> fluids before next practice /event	▶ <b>REPLACE</b> fluids	▶ <b>CALL 9-1-1</b>	▶ <b>CALL 9-1-1</b>
	▶ Decrease intensity if necessary	▶ <b>Rest</b>	▶ <b>Move student to shade</b>	▶ <b>Move student to shade</b>
	▶ Add bananas, fresh fruit and salad to diet	▶ Add bananas, fresh fruit and salad to diet	▶ <b>Remove excess clothing</b>	▶ <b>Remove excess clothing</b>
			▶ <b>Cool with cold water or ice towel on trunk, abdomen and extremities</b>	▶ <b>Cool with cold water or ice towel on trunk, abdomen and extremities</b>
			▶ <b>Fan student</b>	▶ <b>Fan student</b>
			▶ <b>Monitor breathing</b>	▶ <b>Monitor breathing</b>

### PREVENTION:

- ▶ Make certain students are getting frequent water breaks.
- ▶ Be aware of heat/humidity.

# C.P.R.

Cardiopulmonary resuscitation (CPR) is a lifesaving technique useful in many emergencies, including heart attack or near drowning, in which someone's breathing or heartbeat has stopped. The American Heart Association recommends that everyone — untrained bystanders and medical personnel alike — begin CPR with chest compressions.

It's far better to do something than to do nothing at all if you're fearful that your knowledge or abilities aren't 100 percent complete. Remember, the difference between your doing something and doing nothing could be someone's life.

Here's advice from the American Heart Association:

- **Untrained.** If you're not trained in CPR, then provide hands-only CPR. That means uninterrupted chest compressions of about 100 a minute until paramedics arrive (described in more detail below). You don't need to try rescue breathing.
- **Trained, and ready to go.** If you're well trained and confident in your ability, begin with chest compressions instead of first checking the airway and doing rescue breathing. Start CPR with 30 chest compressions before checking the airway and giving rescue breaths.
- **Trained, but rusty.** If you've previously received CPR training but you're not confident in your abilities, then just do chest compressions at a rate of about 100 a minute. (Details described below.)

**The above advice applies to adults, children and infants needing CPR, but not newborns.**

CPR can keep oxygenated blood flowing to the brain and other vital organs until more definitive medical treatment can restore a normal heart rhythm.

When the heart stops, the lack of oxygenated blood can cause brain damage in only a few minutes. A person may die within eight to 10 minutes.

To learn CPR properly, take an accredited first-aid training course, including CPR and how to use an automatic external defibrillator (AED).

## **Before you begin**

Before starting CPR, check:

- Is the person conscious or unconscious?
- If the person appears unconscious, tap or shake his or her shoulder and ask loudly, "Are you OK?"
- If the person doesn't respond and two people are available, one should call 911 or the local emergency number and one should begin CPR. If you are alone and have immediate access to a telephone, call 911 before beginning CPR — unless you think the person has become unresponsive because of suffocation (such as from drowning). In this special case, begin CPR for one minute and then call 911 or the local emergency number.
- If an AED is immediately available, deliver one shock if instructed by the device, then begin CPR.

## **Remember to spell C-A-B**

The American Heart Association uses the acronym of CAB — circulation, airway, breathing — to help people remember the order to perform the steps of CPR.

### **Circulation: Restore blood circulation with chest compressions**

1. Put the person on his or her back on a firm surface.
2. Kneel next to the person's neck and shoulders.
3. Place the heel of one hand over the center of the person's chest, between the nipples. Place your other hand on top of the first hand. Keep your elbows straight and position your shoulders directly above your hands.
4. Use your upper body weight (not just your arms) as you push straight down on (compress) the chest at least 2 inches (approximately 5 centimeters). Push hard at a rate of about 100 compressions a minute.
5. If you haven't been trained in CPR, continue chest compressions until there are signs of movement or until emergency medical personnel take over. If you have been trained in CPR, go on to checking the airway and rescue breathing.

### **Airway: Clear the airway**

1. If you're trained in CPR and you've performed 30 chest compressions, open the person's airway using the head-tilt, chin-lift maneuver. Put your palm on the

person's forehead and gently tilt the head back. Then with the other hand, gently lift the chin forward to open the airway.

2. Check for normal breathing, taking no more than five or 10 seconds. Look for chest motion, listen for normal breath sounds, and feel for the person's breath on your cheek and ear. Gaspings is not considered to be normal breathing. If the person isn't breathing normally and you are trained in CPR, begin mouth-to-mouth breathing. If you believe the person is unconscious from a heart attack and you haven't been trained in emergency procedures, skip mouth-to-mouth rescue breathing and continue chest compressions.

### **Breathing: Breathe for the person**

Rescue breathing can be mouth-to-mouth breathing or mouth-to-nose breathing if the mouth is seriously injured or can't be opened.

1. With the airway open (using the head-tilt, chin-lift maneuver), pinch the nostrils shut for mouth-to-mouth breathing and cover the person's mouth with yours, making a seal.
2. Prepare to give two rescue breaths. Give the first rescue breath — lasting one second — and watch to see if the chest rises. If it does rise, give the second breath. If the chest doesn't rise, repeat the head-tilt, chin-lift maneuver and then give the second breath. Thirty chest compressions followed by two rescue breaths is considered one cycle.
3. Resume chest compressions to restore circulation.
4. If the person has not begun moving after five cycles (about two minutes) and an automatic external defibrillator (AED) is available, apply it and follow the prompts. Administer one shock, then resume CPR — starting with chest compressions — for two more minutes before administering a second shock. If you're not trained to use an AED, a 911 or other emergency medical operator may be able to guide you in its use. Use pediatric pads, if available, for children ages 1 through 8. Do not use an AED for babies younger than age 1. If an AED isn't available, go to step 5 below.
5. Continue CPR until there are signs of movement or emergency medical personnel take over.

## **To perform CPR on a child**

The procedure for giving CPR to a child age 1 through 8 is essentially the same as that for an adult. The differences are as follows:

- If you're alone, perform five cycles of compressions and breaths on the child — this should take about two minutes — before calling 911 or your local emergency number or using an AED.
- Use only one hand to perform heart compressions.
- Breathe more gently.
- Use the same compression-breath rate as is used for adults: 30 compressions followed by two breaths. This is one cycle. Following the two breaths, immediately begin the next cycle of compressions and breaths.
- After five cycles (about two minutes) of CPR, if there is no response and an AED is available, apply it and follow the prompts. Use pediatric pads if available. If pediatric pads aren't available, use adult pads.

Continue until the child moves or help arrives.

## **To perform CPR on a baby**

Most cardiac arrests in babies occur from lack of oxygen, such as from drowning or choking. If you know the baby has an airway obstruction, perform first aid for choking. If you don't know why the baby isn't breathing, perform CPR.

To begin, examine the situation. Stroke the baby and watch for a response, such as movement, but don't shake the baby.

If there's no response, follow the CAB procedures below and time the call for help as follows:

- If you're the only rescuer and CPR is needed, do CPR for two minutes — about five cycles — before calling 911 or your local emergency number.
- If another person is available, have that person call for help immediately while you attend to the baby.



**Circulation: Restore blood circulation**

1. Place the baby on his or her back on a firm, flat surface, such as a table. The floor or ground also will do.
2. Imagine a horizontal line drawn between the baby's nipples. Place two fingers of one hand just below this line, in the center of the chest.
3. Gently compress the chest about 1.5 inches (about 4 cm).
4. Count aloud as you pump in a fairly rapid rhythm. You should pump at a rate of 100 compressions a minute.

**Airway: Clear the airway**

1. After 30 compressions, gently tip the head back by lifting the chin with one hand and pushing down on the forehead with the other hand.
2. In no more than 10 seconds, put your ear near the baby's mouth and check for breathing: Look for chest motion, listen for breath sounds, and feel for breath on your cheek and ear.

**Breathing: Breathe for the infant**

1. Cover the baby's mouth and nose with your mouth.
2. Prepare to give two rescue breaths. Use the strength of your cheeks to deliver gentle puffs of air (instead of deep breaths from your lungs) to slowly breathe into the baby's mouth one time, taking one second for the breath. Watch to see if the baby's chest rises. If it does, give a second rescue breath. If the chest does not rise, repeat the head-tilt, chin-lift maneuver and then give the second breath.
3. If the baby's chest still doesn't rise, examine the mouth to make sure no foreign material is inside. If the object is seen, sweep it out with your finger. If the airway seems blocked, perform first aid for a choking baby.
4. Give two breaths after every 30 chest compressions.
5. Perform CPR for about two minutes before calling for help unless someone else can make the call while you attend to the baby.
6. Continue CPR until you see signs of life or until medical personnel arrive.

## AED SEQUENCE

### AUTOMATED EXTERNAL DEFIBRILLATION (AED) SEQUENCE

**1** Check for responsiveness (tap and shout).

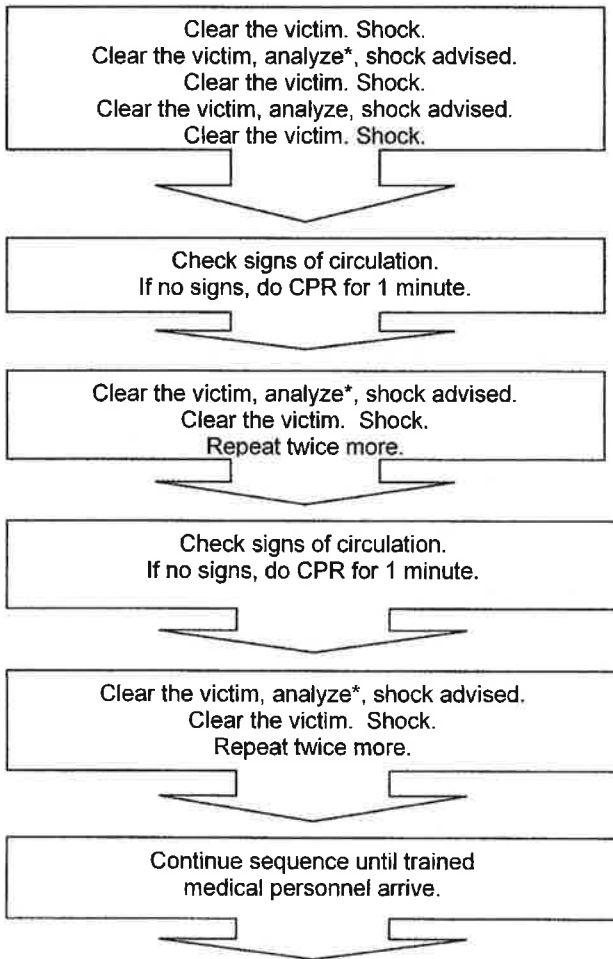
**2** If unresponsive, call 911 or your local emergency number and get AED.

**3** Check Airway, Breathing, Circulation (ABC). Perform CPR until AED arrives.

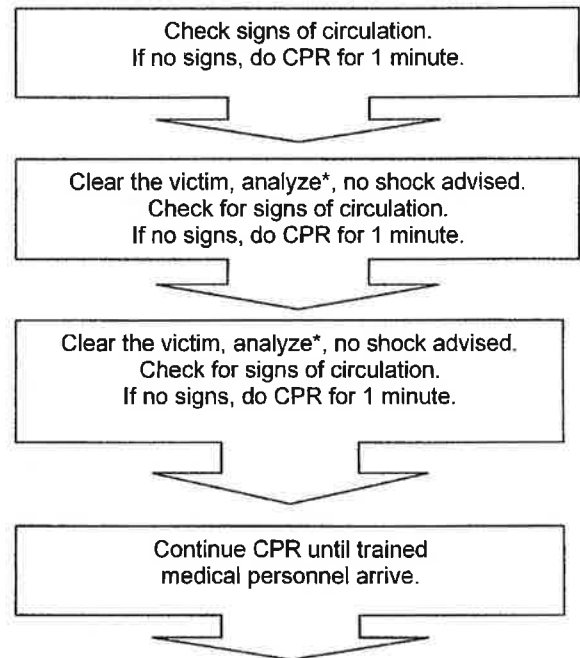
**4** Attach AED if no signs of circulation.\*\*

**5** Stand clear, press analyze.

#### Shock Advised



#### No Shock Advised



**\*NOTE: If shock is advised at any time, go to Shock Advised sequence.**

\*\*Signs of circulation include normal breathing, coughing, movement and/or presence of a pulse.

ADDITIONAL DISTRICT COMPREHENSIVE SAFETY  
PLAN REQUIREMENTS ED. CODE 32282

BIG OAK FLAT-GROVELAND UNIFIED SCHOOL  
DISTRICT

# **CHILD ABUSE REPORTING PROCEDURES**

## **Ed. Code 32282 (A)**

- Reporting Procedures
- Reporting Form
- Interviewing Protocol
- Sample Employee “Statement of Awareness” Form

## CHILD ABUSE REPORTING

### Who Must Report?

- Child Care Custodians - Penal Code Section 11165.7
  - administrators and certificated employees of public schools
  - classified employees trained in child abuse identification and reporting
- Health Practitioner - Penal Code Section 11165.8
- Requirement of signed employment statement as child care custodian acknowledging duty to report suspected child abuse
  - Childcare custodians hired on or after January 1, 1985
  - Language of statement specified by Penal Code Section 11166.5
- “The reporting duties under this section are individual, and no supervisor or administrator may impede or inhibit the reporting duties and no person making such a report shall be subject to any sanction for making the report. However, internal procedures to facilitate reporting and apprise supervisors and administrators of reports may be established provided that they are not inconsistent with the provisions of this article. The internal procedures shall not require any employee required to make reports by this article to disclose his or her identity to the employer.” Penal Code Section 11166(f)

### What Must Be Reported?

- Sexual abuse, including sexual assault and sexual exploitation - Penal Code Section 11165.1
- Neglect of a child or abuse in out-of-home care - Penal Code Section 11165.6
- Willful cruelty or unjustifiable punishment - Penal Code Section 11165.3
- Unlawful corporal punishment or injury - Penal Code Section 11165.4
- Suspected mental suffering (optional obligation) - Penal Code Section 11166(b)

### When Must Reports Be Made?

- Standard of Suspicion - Penal Code Section 11166(a)
  - Personal knowledge or direct observation

- Reasonable Suspicion - “objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse.”
- Time Requirement - Penal Code Section 11166(a)
  - By telephone - immediately or as soon as practically possible
  - Written report - within 36 hours of receiving the information concerning the incident
- Contents of Report - Penal Code Section 11167
  - Name of person making report
  - Name of the child
  - Present location of the child
  - Nature and extent of the injury
  - Any other information, including information that led person to suspect child abuse, requested by the child protective agency

### Miscellaneous Information

- Reports of suspected child abuse are confidential - Penal Code Section 11167.5
  - Breaches of confidentiality considered a misdemeanor punishable by up to 6 months in jail or by a fine of \$500 or by both
- Immunity from liability for reporting suspected child abuse - Penal Code Section 11172(a)
  - No childcare custodian shall be civilly or criminally liable for any required or authorized child abuse report
- Failure to make report of suspected child abuse is a crime - Penal Code Section 11172(e)
  - “Any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months or by a fine of not more than one thousand dollars (\$1,000) or by both.”

# SUSPECTED CHILD ABUSE REPORT

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

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

PLEASE PRINT OR TYPE

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

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / COUNTY Welfare Services		AGENCY				
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL
<b>C. VICTIM</b> <i>One report per victim</i>	NAME (LAST FIRST MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
	ADDRESS			Street	City	Zip	TELEPHONE ( ) ( )
	PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE	
	<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> LEVEL OF PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
	<input type="checkbox"/> IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> FOSTER CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> BOARDING HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> EMOTIONAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT			<input type="checkbox"/> FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THE VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN	
<b>D. INVOLVED PARTIES</b>	VICTIM'S SIBLINGS 1. NAME BIRTHDATE SEX ETHNICITY      2. NAME BIRTHDATE SEX ETHNICITY 3. _____ 4. _____						
	NAME (LAST FIRST MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
	ADDRESS			Street	City	Zip	HOME PHONE ( ) ( )      BUSINESS PHONE ( ) ( )
	NAME (LAST FIRST MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
	ADDRESS			Street	City	Zip	HOME PHONE ( ) ( )      BUSINESS PHONE ( ) ( )
	SUSPECT'S NAME (LAST FIRST MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS			Street	City	Zip	TELEPHONE ( ) ( )	
OTHER RELEVANT INFORMATION							
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEETS OR OTHER FORMS AND CHECK THIS BOX <input type="checkbox"/>			IF MULTIPLE VICTIMS, INDICATE NUMBER: _____			
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT			
NARRATIVE DESCRIPTION (What actions occurred, the mandated reporter's observations, person accompanying the victim, sex, date or age, location, etc.) (Use additional sheets if necessary)							

SS 8572 (Rev. 12/01)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WH/TE COPY: Police or Sheriff's Department    BLUE COPY: County Welfare or Probation Department    GREEN COPY: District Attorney's Office    YELLOW COPY: Reporting Party




## County Counsel

"Providing Quality Legal Services to the County of Tuolumne"

Patrick B. Greenwell  
County Counsel

*Deputies*  
Paul Griebel  
Gregory J. Oliver

DATE: September 19, 1997  
TO: All Tuolumne County School Superintendents  
FROM: Gregory J. Oliver   
Deputy County Counsel  
SUBJECT: **CHILD ABUSE INTERVIEWING PROTOCOL**

The protocol attached is being distributed to each school district to child welfare services and law enforcement. This is an up-to-date reflection of California law. If each recipient of this memorandum could ensure maximum circulation to staff, then we will all work together in accomplishing this sensitive task.

If any of you have any questions about this protocol, please feel free to contact me or your own legal counsel.

GJO/pa

C: Nina Deane, District Attorney  
Richard Nutting, Sheriff/Coroner  
Orville Millhollin, County Superintendent of Schools ✓  
Michael Efford, Chief of Police, Sonora  
Ann Connolly, Child Welfare Services Supervisor

File: f:\Gregory\welfare\oldabuse prt

Tuolumne County Administration Center, 2 South Green Street, Sonora, California 95370  
Telephone: (209) 533-5517 FAX: (209) 533-5593





# County Counsel

"Providing Quality Legal Services to the County of Tuolumne"

Patrick B. Greenwell  
County Counsel

Deputies  
Paul Griebel  
Gregory J. Oliver

## CHILD WELFARE SERVICES CHILD ABUSE INTERVIEWING PROTOCOL

by

Gregory J. Oliver, Deputy County Counsel

### I. PREFACE

Over the past several years, the number of child abuse reports have grown significantly. Over this same time, the complexity and number of California laws dealing with schools, confidentiality and interviews have also increased dramatically. The procedure outlined below is taken from California's Penal Code, Education Code, Welfare and Institutions Code, and Evidence Code.

### II. INTERVIEWING PROTOCOL

When it is determined by a child protective service agency (which is defined under existing law as including a police or sheriff's department) that a suspected child abuse victim should be interviewed at school concerning reports of child abuse that occurred within the child's home, the following procedure shall apply:

1. The Child Welfare Services representative should identify him/herself to the principal or administrator-in-charge at the time and state the purpose for coming to the school. Identification should include verification of their employment as a Child Welfare Services representative, a police or a sheriff deputy.

2. Child Welfare Services representatives shall request that the principal produce the specified child for a meeting. Unfortunately, under California confidentiality laws, no information regarding the nature of complaint or the meeting may be provided to school officials.

A. If the interview is arranged in advance, the principal is not permitted by law to contact the parents/guardians or child to inform them of or receive permission for the interview.

*Tuolumne County Administration Center, 2 South Green Street, Sonora, California 95370  
Telephone: (209) 533-5517 FAX: (209) 533-5593*

Child Welfare Services  
Child Abuse Interviewing Protocol

B. The principal will produce the child as soon as practicable. The Child Welfare Services agency representative should understand that it may not be appropriate for the principal to produce the student upon demand. For example, the student may be involved in testing, assessment, or other special class activity making the interview more appropriate at another time. Calling in advance would eliminate this potential problem.

3. The child shall be introduced to the Child Welfare Services representative by the principal. The child should not be asked if he or she would like to speak to the Child Welfare Services representative because such a question may suggest to the child that there is something wrong in doing so. If the child refuses to speak to the representative, the child should be returned to class without further efforts to continue the interview unless the child is being placed into protective custody.

4. The student should be told by the representative from the protective agency, in the presence of the principal or designee, that he/she may select an adult who is a member of the school staff to be with them during the interview, if they so desire.

A. The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.

B. The selected member of the staff may not participate in the interview.

C. The selected member of the staff shall not discuss the facts or circumstances of the case with the child either before, during or after the interview.

D. The selected member of the staff is subject to the confidentiality requirements of child abuse reporting laws.

E. The principal or site administrator shall inform the selected staff member of these requirements prior to the interview. The staff member may decline the request of the child to be present at the interview.

F. The child may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer.

Child Welfare Services  
Child Abuse Interviewing Protocol

5. The interview is to be held at a time during school hours and not result in any costs to the school (e.g. overtime).

6. Child Welfare Services representatives may not review the student records of the child without written parental consent or a court order.

7. When the child is to be removed from school and taken into custody by the Child Welfare Services representative, the principal or designee must be informed. The representative must leave his/her name and phone number where he/she may be reached and where the child is being taken. The school official shall provide the representative with the name, address and phone number of the pupil's parents or guardian.

8. When the location of a child is not to be disclosed to the parents, the Child Welfare Services representative must point this out to the principal or designee. In this case, it is advisable for the school to get the name of the representative's supervisor and phone number as a back-up when the representative cannot be reached.

### III. CONCLUSION

School officials are encouraged not to discuss the purpose of the visit or the facts of the underlying case with the student. Such discussions could make potential prosecution more difficult and make the school employee a potential witness in the case.

Any questions about the interview procedure or the removal of the child from school should be directed immediately to the appropriate legal counsel; For County employees that would be the County Counsel's Office and for school employee's that would be the schools' legal counsel.

## **THE CHILD ABUSE REPORTING LAW P.C.11166 Reporter Responsibilities**

Section 11166 of the Penal Code requires any child care custodian, medical practitioner, non-medical practitioner, or employee of a child protective agency who has knowledge or observes a child in his/her professional capacity or within the scope of his/her employment, who he/she knows or reasonably suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The above anticipates that any mandated reporter under this section shall not attempt to make a determination as to whether or not a child abuse has actually occurred but shall immediately report upon receiving any indication that such abuse may have occurred.

**You are a mandated reporter.** As such, you must report any instance where it is possible that the following conditions exist: Physical abuse, neglect, cruel and inhuman punishment (mental suffering), and extreme corporal punishment resulting in injury, child exploitation. Your report must be made as soon as you observe, receive knowledge, or have any reasonable suspicion of the possibility of the existence of child abuse. **The report must be made immediately by telephone** and may be directed to either Child Protective Services at 533-5717 during working hours or 533-4357 during non-working hours; if in the county to the Investigation Division of the Tuolumne County Sheriff's Department at 533-5822 during working hours or if not during working hours 533-5815; or if within the City of Sonora to the Sonora Police Department at 532-8143 during working hours or at one of the above numbers if not during working hours. Your report must reflect the nature of the suspected abuse. The reporting duties under this section are individual and no mandated reporter under this reporting law may escape the responsibilities under this law by delegating it to another person. No supervisor or administrator may impede or inhibit the reporting duties and no person making such a report shall be subject to any sanction for making said report.

A telephone report of a know or suspected incidence of child abuse shall include the name of the person making the report, the name of the child, the present location of the child, the nature and extent of the injury, and any other information, including information that led that person to suspect child abuse, requested by the child protective agency.

A written report prior to the expiration of 36 hours pursuant to this section shall be done upon a form approved by the Department of Justice and distributed to the school district by a Tuolumne County Child Protective Services Agency.

The failure to comply fully with the mandates of this reporting law may subject the mandated reporter to criminal liability and a penalty, which includes up to six months in the county jail or a fine of \$1,0000.00.

## Child Abuse Reporting Law

Any legally mandated reporter would have immunity when making such a report. In the rare event a civil suit is filed against the reporter, reimbursement for fees incurred in the suit will occur up to \$50,000.00

Confidentiality laws do not apply in suspected child abuse cases. The statutory duty to report supersedes the confidentiality privilege.

Wynette Hilton  
District Superintendent

**STATEMENT OF AWARENESS  
P.C. 11166 REPORTER RESPONSIBILITIES**

I understand that I am a legally mandated reporter. I have clarified any information listed which I did not understand, and am now aware of any reporting responsibilities and am willing to comply. I have also requested an explanation of the reporting policies within the agency and understand them as well.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

Statement of Awareness regarding P.C. 11166 Reporter Responsibilities will be retained in the Big Oak Flat-Groveland Unified School District Office.

**PROCEDURES REGARDING SUSPENSION,  
EXPULSION, OR MANDATORY EXPULSION**  
**Ed. Code 32282 (C)**

- California Ed. Code Section 48900
- California Ed. Code Section 48910

## California Education Code, Section 48900

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11053 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully, offered arranged or negotiated to sell any controlled substance, as defined in Section 11053 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.



- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - (2) (A) "Electronic act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - (i) A message, text, sound, or image.
    - (ii) A post on a social network Internet Web site, including, but not limited to:
      - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
      - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who

created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
  - (1) While on school grounds.
  - (2) While going to or coming from school.
  - (3) During the lunch period whether on or off the campus.
  - (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

No Pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including, but not limited to any of the following:

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

EC 48910 - Suspension by a Teacher

(a) A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the principal's designee for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent/teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

(b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this Sub-division shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

(c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the principal's designee for consideration of a suspension from the school. Am. 1983

**PROCEDURES TO NOTIFY TEACHERS**  
**OF DANGEROUS PUPILS**  
**Ed. Code 32282(D)**

- Procedures
- Notification to Teachers Form

## DANGEROUS PUPIL REPORTING PROCEDURES

The Big Oak Flat-Groveland Unified School District shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions of Education Code 48900. The district shall provide the information to the teacher based upon any records that the office maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

The Big Oak flat-Groveland Unified School District, or school officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

An officer or employee of the school district who knowingly fails to provide information about a pupil who may be described as dangerous, is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollar (\$1,000.00) or both.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Adapted from Ed. Code Section 49079.)

**NOTIFICATION TO TEACHER OF STUDENT CONDUCT**  
**SCHOOL YEAR**

Student \_\_\_\_\_ Sex \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

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

<b>DATE OF ACT</b>	<b>STUDENT ACT OR SUSPECTED ACT</b>
	Caused, attempted to cause, or threatened to cause physical injury to another person
	Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
	Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
	Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
	Committed or attempted to commit robbery or extortion.
	Caused or attempted to cause damage to school property or private property.
	Stole or attempted to steal school property or private property.
	Committed an obscene act or engaged in habitual profanity or vulgarity.
	Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
	Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
	Knowingly received stolen school property or private property.
	Possessed an imitation firearm.
	Committed or attempted to commit a sexual assault or battery.

	Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding.
	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
	Engaged in or attempted to engage in hazing.
	Engaged in an act of bullying.
	Aiding or abetting in the infliction or attempted infliction of physical injury to another person.

RECORD OF TEACHER REVIEW

Date \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_ Signature \_\_\_\_\_

**SEXUAL HARASSMENT POLICY**  
**NONDISCRIMINATION/HARASSMENT**  
**POLICY**

**Ed. Code 32282 (E)**



**SEXUAL HARASSMENT**

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

**Instruction/Information**

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

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

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

*(cf 5137 -Positive School Climate)*

*(cf 5145.3 -Nondiscrimination/Harassment)*

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

**Complaint Process**

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

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

**SEXUAL HARASSMENT (continued)**

*(cf 4119.1114219.1114319.11 -Sexual Harassment)*  
*(cf 5141.4 -Child Abuse Prevention and Reporting)*  
*(cf 5145.3 -Nondiscrimination/Harassment)*

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

*(cf 1312.1 -Complaints Concerning District Employees)*

**Disciplinary Measures**

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

**Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

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

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

*Legal Reference: (see next page)*

**SEXUAL HARASSMENT (continued)***Legal Reference:*EDUCATION CODE*200-262.4 Prohibition of discrimination on the basis of sex**48900.2 Additional grounds for suspension or expulsion; sexual harassment**48904 Liability of parent/guardian for willful student misconduct**48980 Notice at beginning of term*CIVIL CODE*51.9 Liability for sexual harassment; business, service and professional relationships**1714.1 Liability of parents/guardians for willful misconduct of minor*CODE OF REGULATIONS, TITLE 5*4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance*UNITED STATES CODE, TITLE 20*1681-1688 Title IX, Discrimination*UNITED STATES CODE, TITLE 42*2000d-2000d-7 Title VI, Civil Rights Act of 1964**2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended*CODE OF FEDERAL REGULATIONS, TITLE 34*106.1-106.71 Nondiscrimination on the basis of sex in education programs*COURT DECISIONS*Reese v. Jefferson School District, (2001) 208 F.3d 736**Davis v. Monroe County Board of Education (1999) No. 97-843, 1999 U.S. Lexis 3452, -- U.S.--**Gebser v. Lago Vista Independent School District (1998) 118 S.Ct. 1989**Nabozny v. Podlesny (1996, 7th Cir.) 92 F.3d 446**Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447**Oona R.-S. etc. v. Santa Rosa City Schools et al (1995) 890 F.Supp. 1452**Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp. 140, 143**Clyde K. v. Puyallup School District #3 (1994) 35 F.3d 1396**Patricia H. v. Berkeley Unified School District (1993) 830 F.Supp. 1288**Franklin v. Gwinnet County Schools (1992) 112 S. Ct. 1028**Kelson v. City of Springfield, Oregon (1985, 9th Cir.) 767 F.2d 651**Management Resources:*OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL*Protecting Students from Harassment and Hate Crime: A Guide for Schools, January 1999*OFFICE OF CIVIL RIGHTS' PUBLICATIONS*Revised Sexual Harassment Guidance, January 2001**Sexual Harassment Guidance, 62 FR 49, 1997*WEB SITES*OCR: <http://www.ed.gov/offices/OCR>*Policy  
adopted: 01/04/2008**BIG OAK FLAT-GROVELAND UNIFIED SCHOOL DISTRICT**  
Groveland, California

**SEXUAL HARASSMENT**

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

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

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

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements

**SEXUAL HARASSMENT (continued)**

## 10. Displaying sexually suggestive objects

**Notifications**

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

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

*(cf 5145.6 -Parental Notifications)*

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct (Education Code 231.5)
5. Be provided to employees and employee organizations

**Investigation of Complaints at School (Site-Level Grievance Procedure)**

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
  - a. The student who is complaining
  - b. The person accused of harassment
  - c. Anyone who witnessed the conduct complained of
  - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

**SEXUAL HARASSMENT (continued)**

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee
  - b. The parent/guardian of the student who complained
  - c. If the alleged harasser is a student, his/her parent/guardian
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
  - e. Child protective agencies responsible for investigating child abuse reports

*(ef 5141.4 -Child Abuse Prevention and Reporting)*

  - f. Legal counsel for the district
4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.
5. In reaching a decision about the complaint, the principal or designee may take into account:
  - a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of any past instances of harassment by the alleged harasser
  - e. Evidence of any past harassment complaints that were found to be untrue
6. To judge the severity of the harassment, the principal or designee may take into consideration:

**SEXUAL HARASSMENT** (continued)

- a. How the misconduct affected one or more students' education
  - b. The type, frequency and duration of the misconduct
  - c. The number of persons involved
  - d. The age and gender of the person accused of harassment
  - e. The subject(s) of harassment
  - f. The place and situation where the incident occurred
  - g. Other incidents at the school, including incidents of harassment that were not related to gender
1. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
  2. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
  3. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

**Enforcement**

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
2. Providing staff inservice and student instruction or counseling.
3. Notifying parents/guardians of the actions taken.
4. Notifying child protective services.

**SEXUAL HARASSMENT (continued)**

5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.



**NONDISCRIMINATION/HARASSMENT**

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

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

*(cf 5145.9 -Hate-Motivated Behavior)*

*(cf 5146 -Married/Pregnant/Parenting Students)*

*(cf 6164.6 -identification and Education under Section 504)*

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV / AIDS prevention classes in order to protect student modesty.

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

*(cf 6145 -Extracurricular and Cocurricular Activities)*

*(cf 6145.2 -Athletic Competition)*

*(cf 6164.2 -Guidance/Counseling Services)*

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

*(cf 5145.2 -Freedom of Speech/Expression)*

*(cf 5145.7 -Sexual Harassment)*

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

*(cf 4118 -Suspension/Disciplinary Action)*

*(cf 4218 -Dismissal/Suspension/Disciplinary Action)*

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

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

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

The Board hereby designates the following position(s) as Coordinator(s) for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent or designee: 19177 Hwy 120; Groveland, CA 95321; (209) 962-5765

**NONDISCRIMINATION/HARASSMENT (continued)**

*(cf 1312.1 -Complaints Concerning District Employees)*  
*(cf 1312.3 -Uniform Complaint Procedures)*

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 -Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

*Legal Reference: (see next page)*

## NONDISCRIMINATION/HARASSMENT (continued)

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex, especially:*

221.5 *Prohibited sex discrimination*

221.7 *School-sponsored athletic programs; prohibited sex discrimination*

48900.3 *Suspension or expulsion for act of hate violence*

48900.4 *Suspension or expulsion for threats or harassment*

48904 *Liability of parent/guardian for willful student misconduct*

48907 *Student exercise of free expression*

48950 *Freedom of speech*

49020-49023 *Athletic programs*

51006-51007 *Equitable access to technological education programs*

51500 *Prohibited instruction or activity*

51501 *Prohibited means of instruction*

60044 *Prohibited instructional materials*

#### CIVIL CODE

1714.1 *Liability of parents/guardians for willful misconduct of minor*

#### CODE OF REGULATIONS, TITLE 5

4621 *District policies and procedures*

4622 *Notice requirements*

#### PENAL CODE

422.6 *Interference with constitutional right or privilege*

#### UNITED STATES CODE, TITLE 42

2000d-2000e-17 *Title VI & VII Civil Rights Act of 1964 as amended*

2000h-2-2000h-6 *Title IX, 1972 Education Act Amendments*

#### CODE OF FEDERAL REGULATIONS, TITLE 34

100.3a *Prohibition of discrimination on basis of race, color or national origin*

104.7 *Designation of responsible employee for Section 504*

106.8 *Designation of responsible employee for Title IX*

106.9 *Notification of nondiscrimination on basis of sex*

### *Management Resources:*

#### OFFICE OF CIVIL RIGHTS

*Notice of Non-Discrimination, January, 1999*

#### WEB SITES

OCR: <http://www.ed.gov/offices/OCR>

Policy  
adopted: 01/04/2008

**BIG OAK FLAT GROVELAND UNIFIED SCHOOL DISTRICT**  
Groveland, California

**SCHOOL DRESS CODE**  
**Ed. Code 32282 (F)**

**Students**  
**DRESS AND GROOMING**

**BP 5132(a)**

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

*(cf 4119.22 -Dress and Grooming)*  
*(cf 5145.2 -Freedom ofSpeech/ Expression)*

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

*(cf 5144-Discipline)*

**Gang-Related Apparel**

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

*(cf 0450 -Comprehensive Safety Plan)*  
*(cf 5136 -Gangs)*

*Legal Reference: (see next page)*

**DRESS AND GROOMING (continued)**

*Legal Reference:*

*EDUCATION CODE*

*32281 School safety plans*

*35183 School dress codes; uniforms*

*35183.5 Sun-protective clothing*

*48907 Student exercise of free expression*

*49066 Grades; effect of physical education class apparel*

*CODE OF REGULATIONS, TITLE 5*

*302 Pupils to be neat and clean on entering school*

*COURT DECISIONS*

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

*827 F.Supp. 1459*

*Arcadia Unified School District v. California Department of Education, (J 992) 2 Cal. 4th 251*

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

Policy  
Adopted: 01/04/2008

BIG OAK FLAT-GROVELAND UNIFIED SCHOOL DISTRICT  
Groveland, California

**DRESS AND GROOMING**

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

*(cf 0420 -School Plans/Site Councils)*

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

- 1 Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
- 2 Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
- 3 Hats, caps and other head coverings shall not be worn indoors.
- 4 Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
- 5 Gym shorts may not be worn in classes other than physical education.
- 6 Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

*(ef 3260 -Fees and Charges)*

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

*(cf 5121-Grades/Evaluation o/Student Achievement)*

**DRESS AND GROOMING (continued)**

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

**Gang-Related Apparel**

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.



## **TENAYA CAMPUS DRESS CODE AND GROOMING**

**Revised 2020**

Students are expected to come to school (and attend extracurricular activities) clean and neat, dressed for learning and playing in clothing that is in good repair. Personal appearance should be in good taste. Wearing extreme fashions are not conducive to a quality educational atmosphere and therefore are not permitted at Tenaya School.

1. All shirts must have at least a two inch wide strap at the shoulder.
2. Tops/shirts and dresses must cover the student's undergarments. Tube tops, strapless, spaghetti straps, crop tops, low cut or see-through shirts and dresses are not permitted. This includes off the shoulder and open back/side tops, shirts and dresses.  
All shirts must cover the belly (torso) at all times, even when arms are raised.
3. Skirts, dresses, and shorts must be long enough (without having to be pulled into place) to appropriately cover undergarments at all times and at a minimum; meet the student's fingertips when arms are fully extended at their sides.
4. Pants and shorts must fit the student appropriately. Sagging is not permitted.
5. No pajamas are to be worn to school unless it is during a Spirit Day.
6. Head coverings (hats, hoods, visors, knit caps, etc.) are not to be worn indoors. While outdoors, they must be worn in the forward position.
7. Students need to wear near flat shoes, preferably the athletic variety, that will allow them to run and play safely. Flip flops, sandals/shoes without straps on the back are not permitted.
8. All students are required to wear shoes for physical education which allow them to fully and safely participate in all required activities. (Non-marking soles, preferably athletic shoes.)
9. Any article of clothing or accessory, including backpacks, which displays a slogan or picture portraying any tobacco, alcohol, drug product, sex, vulgarity, violence, gangs, profanity/foul language, promotes negative moral or ethical values, espouses racism/prejudice or any political slogan which may be disruptive to the school environment or deemed offensive by school personnel is prohibited.
10. Students may not wear watch or wallet chains, earrings, bracelets, necklaces, spiked belts, body/facial jewelry or other jewelry which may cause harm to themselves or others and/or interferes with physical activity during recess and physical education.
11. Seventh and eighth grade girls may, with parental approval, wear light make-up (emphasis is on light) to school.
  - a. First Offense -Parent/Guardian will be notified. The student may be sent home to change if necessary.
  - b. Second Offense-Parent/Guardian will be notified. The student may be sent home to change if necessary. The student will serve lunch detention and receive a written warning.
  - c. Third Offense- Parent/Guardian will be notified. The student may be sent home to change if necessary. The student will serve detention and receive a referral with lost citizenship points.
  - d. Fourth and Subsequent Offenses- Parent/Guardian will be notified. The student will receive a suspension from 1-5 days as determined by the principal or designee.

## **Tioga Dress Code and Gang Related Apparel**

We have a statement in our general discipline policy concerning dress code. This Policy is strictly enforced. If a student chooses to dress inappropriately he/she is given the chance to change into other apparel, call home for a change of clothing, or wear something that will be provided by the office. If a student is wearing pants that fall below the hips, expose other clothing or undergarments; that student will be sent home for the remainder of the school day.

Failure to comply with any portion of the dress code will result in immediate suspension and further consequences as described in the student handbook or the district discipline policy.

### **Don Pedro Dress Code and Gang Related Apparel**

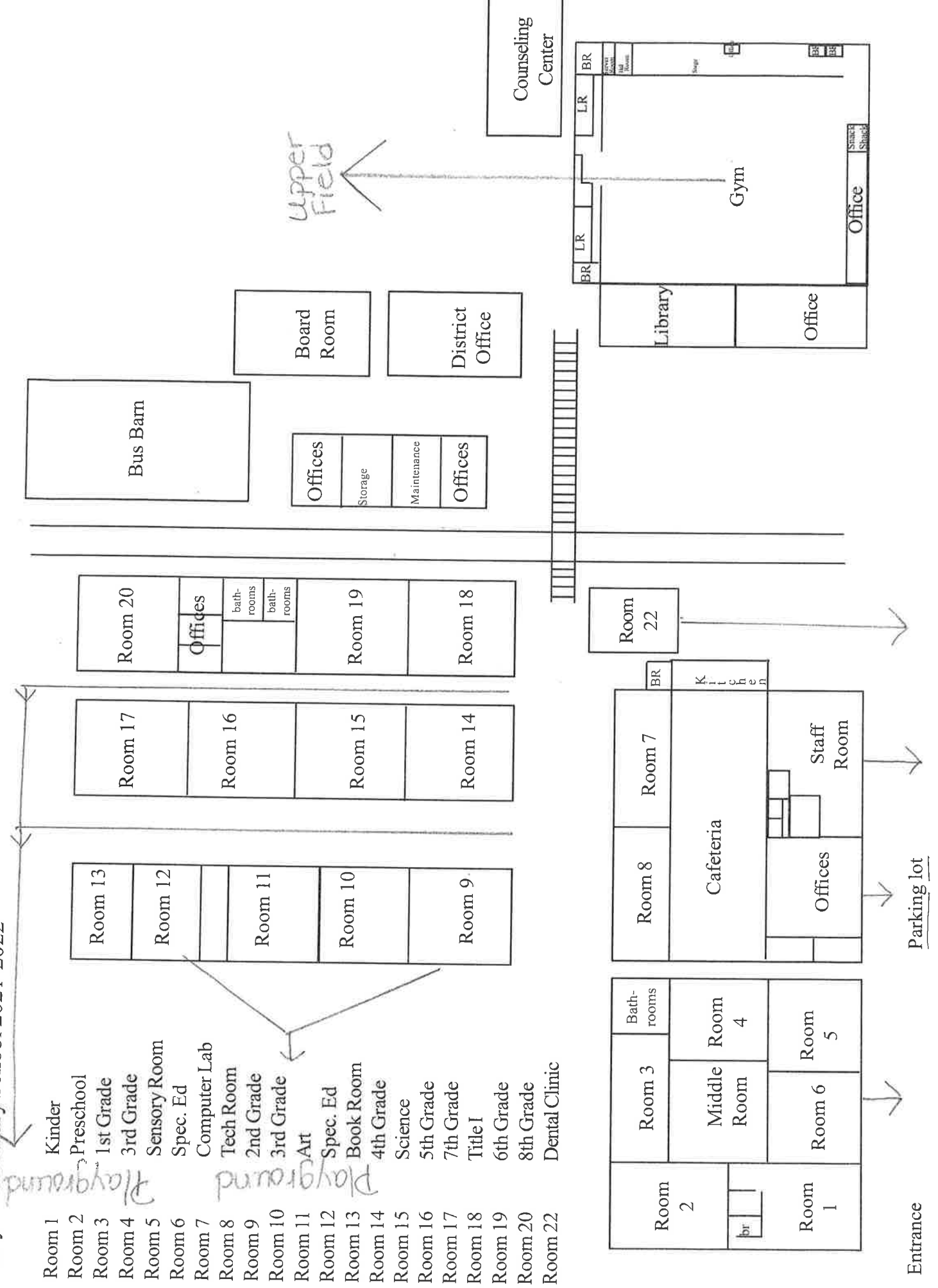
We have a statement in our general discipline policy concerning dress code. This Policy is strictly enforced. If a student chooses to dress inappropriately he/she is given the chance to change into other apparel, call home for a change of clothing, or wear something that will be provided by the office. If a student is wearing pants that fall below the hips, expose other clothing or undergarments; that student will be sent home for the remainder of the school day.

Failure to comply with any portion of the dress code will result in immediate suspension and further consequences as described in the student handbook or the district discipline policy.

**SAFE INGRESS AND EGRESS**  
**TO AND FROM SCHOOL**  
**Ed. Code 32282 (G)**

Tenaya Elementary School 2021-2022

- Room 1 Kinder
- Room 2 Preschool
- Room 3 1st Grade
- Room 4 3rd Grade
- Room 5 Sensory Room
- Room 6 Spec. Ed
- Room 7 Computer Lab
- Room 8 Tech Room
- Room 9 2nd Grade
- Room 10 3rd Grade
- Room 11 Art
- Room 12 Spec. Ed
- Room 13 Book Room
- Room 14 4th Grade
- Room 15 Science
- Room 16 5th Grade
- Room 17 7th Grade
- Room 18 Title I
- Room 19 6th Grade
- Room 20 8th Grade
- Room 22 Dental Clinic





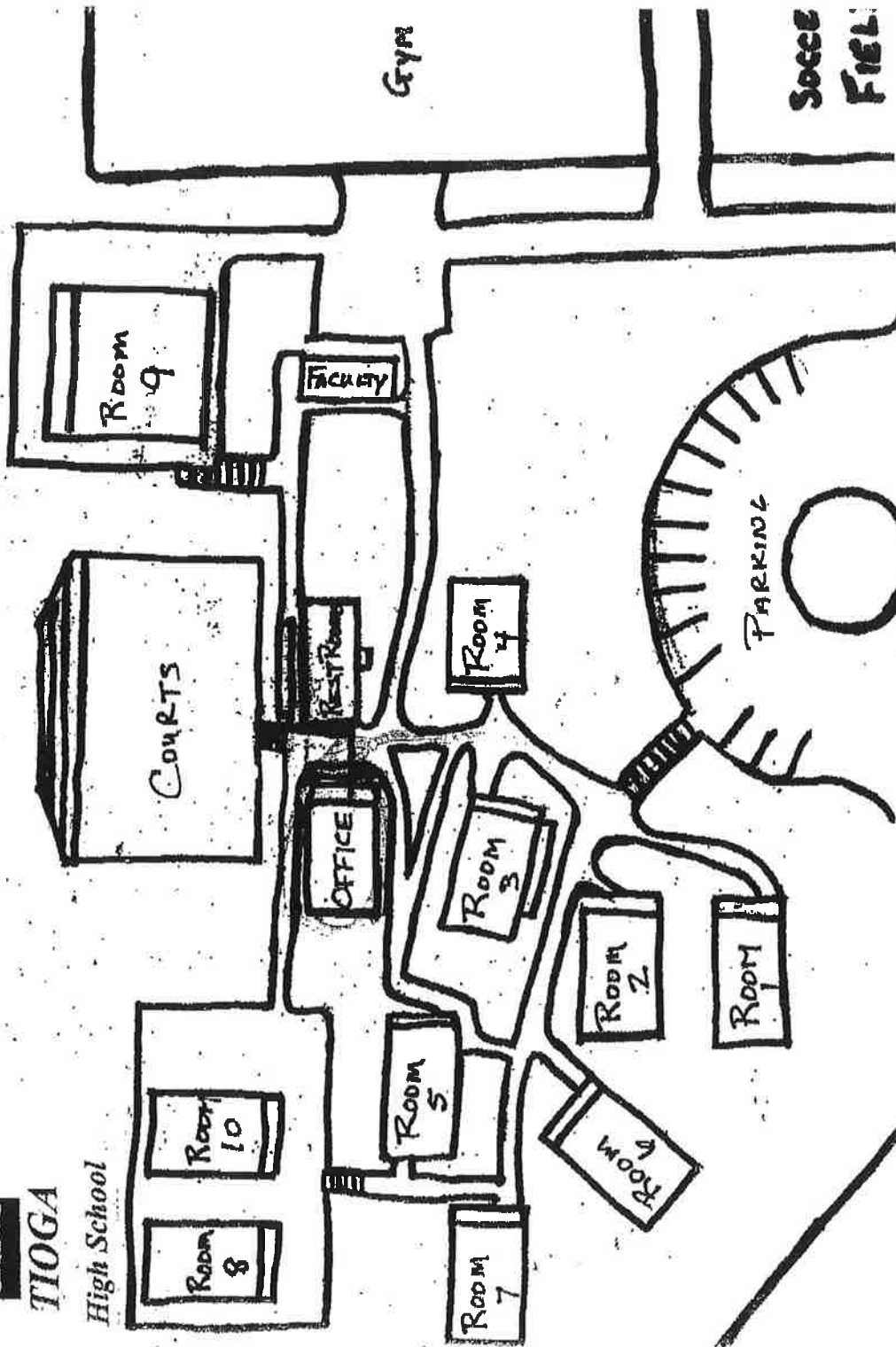
**TIOGA**

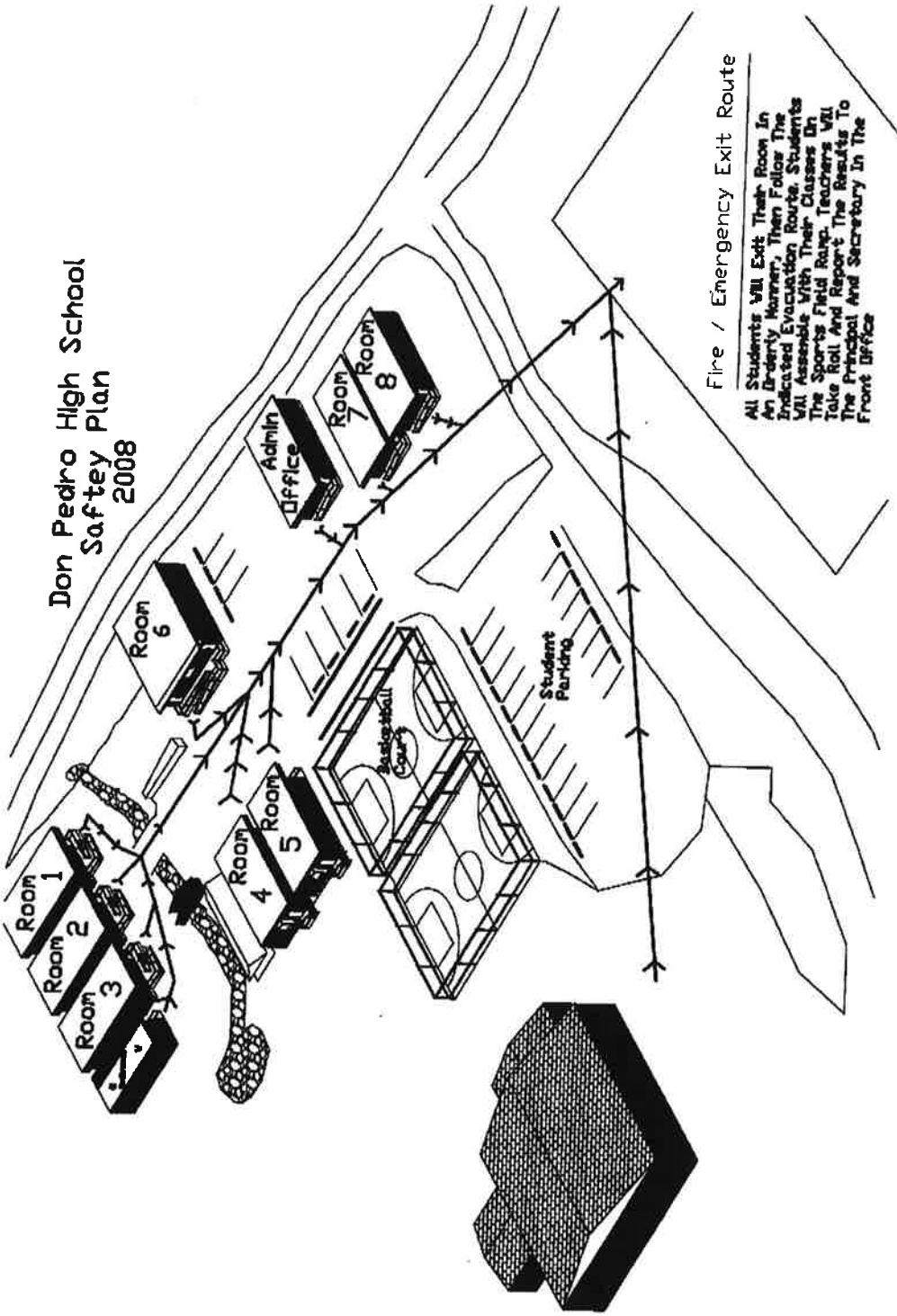
High School

Apr. 18 2011 02:50PM PT

FAX NO. : 2099624507

FROM : TIOGA@





Don Pedro High School  
Safety Plan  
2008

**Fire / Emergency Exit Route**  
 All Students Will Exit Their Room In An Orderly Manner, Then Follow The Indicated Evacuation Route. Students Will Assemble With Their Classes In The Sports Field Area. Teachers Will Take Roll And Report The Results To The Principal And Secretary In The Front Office.

**A SAFE AND ORDERLY**  
**ENVIRONMENT CONDUCTIVE**  
**TO LEARNING**  
**Ed. Code 32282(H)**

- Positive School Climate



**POSITIVE SCHOOL CLIMATE**

Note: The following optional policy may be revised to reflect district practice.

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

*(cf 0410 -Nondiscrimination in District Programs and Activities)*  
*(cf 3515 -Campus Security)*  
*(cf 3515.2 -Disruptions)*  
*(cf 5030 -Student Wellness)*  
*(cf 5131.4-Student Disturbances)*  
*(cf 5142 -Safety)*  
*(cf 5145.3 -Nondiscrimination/Harassment)*

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

*(ef 4119.21/4219.21/4319.21 -Professional Standards)*

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

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

## **POSITIVE SCHOOL CLIMATE (continued)**

*(cf 5145.7 -Sexual Harassment)*  
*(cf 5145.9 -Hate-Motivated Behavior)*

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

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

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

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

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

*(cf 5138 -Conflict Resolution/Peer Mediation)*  
*(cf 6164.2-Guidance/Counseling Services)*

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

*(cf 4131 -Staff Development)*

**POSITIVE SCHOOL CLIMATE** (continued)

*(cf 4231-Staff Development)*

*(cf 4331 -Staff Development)*

*Legal Reference:*

*EDUCATION CODE*

*233-233.8 Hate violence prevention*

*32280-32289 School safety plans*

*32295.5 Teen court programs*

*35181 Governing board policy on responsibilities of students*

*35291-35291.5 Rules*

*44807 Teachers' duty concerning conduct of students*

*48900-48925 Suspension and expulsion*

*Management Resources:*

*CSBA PUBLICATIONS*

*Cyberbullying: Policy Considerations (or Boards, Policy Brief, July 2007*

*Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

*Bullying at School, 2003*

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

*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*

*Preventing Bullying: A Manual for Schools and Communities, 1998 WEB SITES CSBA: <http://www.csba.org>*

*California Department of Education, Learning Support: <http://www.cde.ca.gov/lr> National School Safety Center:*

*<http://www.schoolsafety.us> U.S. Department of Education, Office of Safe and Drug-Free Schools:*

*<http://www.edgov/offices/IOESE/ISDFS>*

*(3/93 2/95) 3/08*

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# **SCHOOL-WIDE DISCIPLINE POLICY**

**Ed. Code 32282 (I)**

## Tenaya Elementary School Rules and Behavioral Expectations

Area	Be Safe	Be Respectful	Be Responsible
Hallways/Common Areas	<ul style="list-style-type: none"> <li>• Walk facing forward.</li> <li>• Keep hands, feet and objects to self.</li> <li>• Stay to the right.</li> <li>• Allow others to pass.</li> <li>• Stay in approved areas.</li> <li>• Walk away from door openings.</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voices and nice words.</li> <li>• Hold the door for the person behind you.</li> <li>• Use the water fountain for getting a drink only.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow school rules.</li> <li>• Help others to follow school rules.</li> <li>• Stay on sidewalks.</li> <li>• Take proper care of all personal belongings and school equipment.</li> <li>• Be on time to your destination.</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>• Get adult help for accidents and spills.</li> <li>• Keep your food to yourself.</li> <li>• Sit facing forward.</li> <li>• Walk at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow anyone to sit next to you from your class.</li> <li>• Use quiet voices while talking to those near you.</li> <li>• Chew with your mouth closed.</li> </ul>	<ul style="list-style-type: none"> <li>• Raise your hand and wait to be excused to the bathroom.</li> <li>• Clean up after yourself.</li> </ul>
Playground/Recess	<ul style="list-style-type: none"> <li>• Walk to and from the playground.</li> <li>• Stay within boundaries.</li> <li>• Be aware of activities/games around you.</li> <li>• Play nice not rough.</li> <li>• Use all equipment and materials correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Play fairly.</li> <li>• Include everyone.</li> <li>• Follow adult directions.</li> <li>• Take turns.</li> <li>• Use kind words and actions.</li> <li>• Throw trash in garbage can.</li> </ul>	<ul style="list-style-type: none"> <li>• Freeze when the whistle blows.</li> <li>• Eat at the table/benches.</li> <li>• Gum stays at home.</li> <li>• Pick up personal items and equipment.</li> </ul>
Bathrooms	<ul style="list-style-type: none"> <li>• Use bathroom equipment safely.</li> <li>• Keep water in the sink.</li> <li>• Wash your hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Knock on stall door.</li> <li>• Give others privacy.</li> <li>• Use quiet voices.</li> <li>• Only use toilet paper in the toilets.</li> </ul>	<ul style="list-style-type: none"> <li>• Flush toilet after use.</li> <li>• Return to room promptly.</li> <li>• Report problems.</li> <li>• Put the towels in garbage can only.</li> </ul>
Arrival and Dismissal Areas At Tenaya	<ul style="list-style-type: none"> <li>• Use sidewalks.</li> <li>• Wait calmly in designated areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and actions.</li> <li>• Wait for your turn.</li> <li>• Follow adult directions.</li> <li>• Use quiet voices.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep all personal belongings to self.</li> <li>• Be aware of your personal space.</li> </ul>
Library	<ul style="list-style-type: none"> <li>• Walk and wait your turn.</li> <li>• Keep hands, feet and objects to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a whisper voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Return books to the correct spot.</li> <li>• Push your chair in when done.</li> </ul>
Computer Lab	<ul style="list-style-type: none"> <li>• Walk.</li> <li>• Sit upright in your chair.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a whisper voice.</li> <li>• Use the equipment gently.</li> </ul>	<ul style="list-style-type: none"> <li>• Food and drink stay in the classroom.</li> <li>• Keep computer settings as they are.</li> </ul>
Lining Up	<ul style="list-style-type: none"> <li>• Walk to your line.</li> <li>• Line up in the order you arrive.</li> </ul>	<ul style="list-style-type: none"> <li>• Mind your personal space.</li> <li>• Voices are quiet.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your spot and wait for your teacher.</li> </ul>
Gym	<ul style="list-style-type: none"> <li>• Stay in your designated exercise lines spots during exercise</li> <li>• Use the bathroom in a timely manner and return to P.E. as soon as you can</li> <li>• Stay inside the gym during Physical Education unless you've been dismissed to go outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat equipment with respect</li> <li>• Be a good sport when playing games.</li> <li>• Encourage one another.</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of who is around you when moving</li> <li>• Take a knee when a classmate is injured while the teacher takes care of them.</li> </ul>

Rev. 11/20/13

## **DISCIPLINE PHILOSOPHY AND EXPECTATIONS**

### **DISCIPLINE POLICY:**

The Big Oak Flat-Groveland Unified School District Board of Trustees believes that students have a right to an education in an atmosphere free from distraction and negative influence. It is the responsibility of the governing board and staff to provide this atmosphere by establishing and enforcing rules of conduct; and it is the responsibility of students to follow these rules, so that distracting forces and disruptive behavior are held to a minimum.

Each student is guaranteed the right to attend school and to pursue his or her education in an atmosphere conducive to learning, free from the threat of physical or verbal abuse, with a mutual respect between students and staff.

School personnel are charged with enforcing school rules consistently in a firm and fair manner, in order to safeguard each student's right to the best education we can provide. Although the district is not liable for the safety of students who are not under school supervision, the school district can, and does, hold students accountable for their behavior from the time they leave their homes for school until they return to their homes from school, on the playgrounds and during recess, and while they are on school premises and /or under the supervision of school district personnel.

Our aim is to create and maintain the best possible learning experience for our students.

We expect all students:

- \*to attend school unless ill
- \*to respect the rights of property, self, and others
- \*to abide by state and local laws
- \*to follow school rules
- \*to refrain from using physical or verbal abuse
- \*to follow the reasonable requests, instructions, and directions of those who have been given responsibilities in the educational process.
- \*to be on time and prepared to learn
- \*to use equipment properly and safely
- \*to be courteous, respectful, and cooperative
- \*to be clean and neat and appropriately dressed

General guidance on discipline for all school related infractions typically call for a progression of actions to correct the misbehavior, i.e. first an oral warning, then a referral, then detention, then suspension, etc. However, depending upon the severity of the incident, lower level disciplinary actions may be bypassed in lieu of a more appropriate response.

## **SCHOOL RULES FOR TENAYA**

### **GENERAL SCHOOL RULES:**

1. Do not litter. Use containers for papers, etc.
2. Students are not permitted in classrooms unless a teacher/aide/adult is present.
3. Students may enter the office only through the main front office door.
4. Students are not permitted on school grounds before 7:45 a.m. or after 3:15 p.m. unless at the request of a staff member or accompanied by a parent.
5. Radios, stereos, CD, Nintendo DS etc., toys and pets may not be brought to school.
6. Skateboards, roller blades and roller skates are not to be used on campus.
7. Bikes must be walked on campus.

8. Students are not to bring personal items, candy or food to school to sell to others.
9. Spitting, name calling, and running around buildings is not permitted.
10. No gum chewing.

### **CLASSROOM RULES:**

1. Teacher's permission is required to eat food in a classroom.
2. Students are expected to be on time to class.
3. Students are not to be out of class without permission.
4. Students are expected to bring all needed materials to class.
5. Throwing of objects in a classroom is not permitted.
6. Talking without permission is not allowed.
7. Disrupting class is not permitted.
8. Additional, class-specific, rules may be established by each teacher.

### **PLAYGROUND RULES:**

The purpose of these rules is to provide a safe environment and to encourage positive social interaction.

1. Rocks, gravel, woodchips, and sand are not to be thrown.
2. There is to be no rough-housing, punching, grabbing hold of, tackling, tripping, wrestling, or play fighting.
3. Bathrooms are not to be used for game playing.
4. All students must remain in their designated areas. Permission of the playground supervisor must be obtained to leave the area.
5. When snow is on the ground, only students wearing snow boots may be in non-cleared areas of the playground. Snow balls may not be thrown (unless teacher supervised).
6. Students are not to kick or throw balls near buildings.
7. Playground equipment is to be used correctly. Volleyballs and basketballs are not to be kicked.
8. Students are to stay off all handrails and banks.
9. Only plastic bats and whiffle balls or tennis balls are to be used during recess times. Regular softball equipment is to be used only during supervised physical education classes. Hardballs may not be brought to school.
10. Only one person may be on a swing at a time. Students must remain seated. Feet must remain below head, two hands holding on at all time. Jumping from the swings is not permitted. If all swings are in use, you may count to 100 on someone, who will then get off so you may swing.
11. One person at a time may use a slide. Students may only slide down the slide sitting, feet in front.
12. Students using the horizontal ladders must all go in the same direction. There is to be no chicken fighting (grabbing hold of another student and pulling him or her down.)
13. Horizontal bars are for chin-ups only. Turning, swinging, or sitting on the bars is not allowed.
14. Individual student gymnastics (cartwheels, somersaults, etc.) are permitted only on the field.
15. Treat the duty supervisors with respect and follow directions the first time they are given.

### **CAFETERIA RULES:**

All students are expected to behave in a manner that creates a pleasant atmosphere in the cafeteria. The following behaviors are not allowed:

1. Excessive noise, loud talking, or yelling.
2. Throwing food.
3. Touching or taking other people's food.
4. Running or rough-housing.

5. Leaving or attempting to leave the cafeteria before being excused.
6. Taking cuts in line.
7. Failure to follow established procedures.
8. Failure to treat the on-duty supervisors with respect, and not following directions the first time they are given.

## **STUDENT TRANSPORTATION RULES**

The following rules apply to all students riding the buses:

1. Students transported in a school bus shall be under the authority of and responsible to the driver of the bus.
2. No student will be denied school bus transportation unless he/she consistently behaves in a disorderly manner or refuses to submit to the authority of the bus driver.
3. Students must remain seated while the bus is in motion.
4. Students must remain in their own seats unless allowed by the bus driver to change.
5. A quiet bus is a safer bus, so students are expected to conduct their conversations in a quiet manner.
6. Guide dogs are the only animals allowed on a school bus.
7. Any containers carried on the bus must be of unbreakable material, i.e., wood, metal, plastic. Absolutely no glass or glass vases.
8. No medicine, knives, dangerous objects or weapons of any sort, shall be transported on a school bus.
9. Students are asked to protect the environment by not throwing anything out of the school bus. Throwing or shooting anything within the bus is not permitted.
10. For safety, students must sit in the seats assigned them by the bus driver. They are to face forward and keep their feet and legs out of the aisle.
11. Horseplay and scuffling are inappropriate bus behavior.
12. All students are to keep their hands off other persons and their personal property.
13. Control of lowering and raising the windows shall be under the supervision of the bus driver. Windows shall never be lower than three (3) notches.
14. Students will keep all parts of their bodies inside the bus, whether the vehicle is in motion or stopped.
15. Tampering with bus equipment by students is illegal.
16. All students who have red light stops shall wait to be escorted across the street or highway in front of the bus.
17. Students are to be respectful of and obedient to the bus driver.
18. Students shall have a note from their parents or guardian on each occasion when they are to ride a bus to a bus stop other than their own.
19. It is a suspension level offense to willfully deface or destroy any part of a school bus.
20. Chewing gum or eating is not allowed on a school bus.
21. Students are to be at the bus stop 10 minutes before the bus is scheduled to arrive.
22. Spitting is inappropriate behavior and will not be permitted.



Bus Drivers take the following actions for inappropriate behavior on bus:

1st offense: Warning-Letter sent home.

2nd offense: Three days off bus-Letter sent home.

3rd offense: Five days off bus-Letter sent home.

4th offense: Ten days off bus-Letter sent home.

5th offense: Off bus remainder of trimester or three months whichever is longer-letter sent home.

6th offense: Removal from bus for remainder of year or three months whichever is longer-letter sent home.

If a student is ineligible to ride the bus, he/she is also ineligible to attend any extracurricular activities, including, but not limited to, athletic events and field trips.

Since the Big Oak Flat-Groveland Unified School District is dominated by Highway 120, and all of the stops are along roads with traffic, every effort has been made to select stops which, in the opinion of the bus drivers and trustees, are most protective for the children. However, parents in each stop area must instruct their children, and check on their children's behavior on the way to and from the stops and while waiting at the stops.

1. Pupils should not cross main traveled roads at the bus stop except with the driver's assistance.
2. Pupils must not play at the edge of the road or play running ball games which might lead to darting into the road.
3. Parents should teach children to understand and observe all the rules for behavior on the bus.

## Student Transportation Rules

Students transported in a school bus shall be under the authority of and responsible to the driver of the bus.

<u>AREAS</u>	<u>Be Safe</u>	<u>Be Respectful</u>	<u>Be Responsible</u>
<u>Bus Area-Departure</u>	<ul style="list-style-type: none"> <li>• No pushing &amp; shoving</li> <li>• Do not walk between buses</li> <li>• Keep hands off bus</li> <li>• Do not run after bus</li> <li>• Do not chase a ball or object in the bus area, If you need to retrieve an item ask your bus driver</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your hands and feet to yourself</li> <li>• Stand quietly in your designated line</li> <li>• Pick up your litter</li> <li>• Use kind words and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your personal belongings with you</li> <li>• Stay in your own bus line</li> <li>• Be on time before bus departs</li> </ul>
<u>Bus Area- Arrival</u>	<ul style="list-style-type: none"> <li>• Upon bus arrival students need to be 12 ft. from the bus</li> <li>• Do not get in front or back of the bus</li> <li>• Students with “Red light stops” shall wait to be escorted on to the bus</li> <li>• Do not accept a ride from strangers</li> </ul>	<ul style="list-style-type: none"> <li>• Do not make loud noises while waiting for bus ( some people are still sleeping)</li> <li>• Keep your hands and feet to yourself</li> <li>• Do not walk through other people’s property</li> </ul>	<ul style="list-style-type: none"> <li>• Students must be at bus stop 10 minutes before bus pick up</li> <li>• Keep all balls in bag &amp; they must not be out</li> <li>• Do not play at bus stop</li> </ul>
<u>Riding the Bus</u>	<ul style="list-style-type: none"> <li>• Students will remain seated at all times</li> <li>• Face forward and keeps hands and feet out of the isle and the windows</li> <li>• No Horse play</li> <li>• No breakable containers</li> <li>• No weapons</li> </ul>	<ul style="list-style-type: none"> <li>• Students are responsible to the driver</li> <li>• Keep your hands off of other students property</li> <li>• Always listen and follow bus drivers instructions</li> <li>• No spitting</li> <li>• Do not argue with bus driver</li> </ul>	<ul style="list-style-type: none"> <li>• Remain in seat unless driver gives you permission to move</li> <li>• Must have note to go to another designated stop</li> <li>• No gum, water only on bus</li> <li>• Do not tear or cut seats</li> <li>• Do not move windows without permission</li> </ul>

Rev. 11/2013

# **Tioga High School Rules and Behavioral Expectations**

**Don Pedro High School Rules and Behavioral Expectations**

## **Students Can Be Suspended Or Expelled From School For The Following:**

### **Grounds for Suspension**

E.C. 48900 -

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of the subdivisions (a) to (p), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person: or
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.

- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - (2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - (i) A message, text, sound, or image.
    - (ii) A post on a social network Internet Web site, including, but not limited to:
      - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
      - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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

- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
  - (1) While on school grounds.
  - (2) While going to or coming from school.
  - (3) During the lunch period whether on or off the campus.
  - (4) During, or while going to or coming from, a school-sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

No Pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including, but not limited to any of the following:

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

## Grounds for Expulsion

E.C. 48915

The principal, superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
- (2) Brandishing a knife at another person.
- (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- (5) Possession of an explosive.



**ANNUAL EMERGENCY PLAN REVIEW**  
**DOCUMENTS**

# ANNUAL EMERGENCY PLAN CHECKLIST

## Big Oak Flat-Groveland Unified School District

<b>Activity</b>	<b><u>Responsible Person</u></b>	<b><u>Date Completed</u></b>
Schedule Meetings of District Safety Planning Committee.....	Wynette Hilton	2/4/22
School Facilities/Grounds Hazard Assessment... Tenaya Tioga Don Pedro	Miles Silva	12/31/21
Update Evacuation Routes ..... Tenaya Tioga Don Pedro	Site Principal	8/19/21
Update School Plot Plans..... Tenaya Tioga Don Pedro	Site Principal	8/19/21
Update Emergency Phone Numbers.....	Wynette Hilton	8/2/21
Update Ingress and Egress Routes..... Tenaya Tioga Don Pedro	Site Principal	8/19/21
Prepare Building Evacuation Procedures for Students with Special Needs..... Tenaya Tioga Don Pedro	Wynette Hilton	8/25/21
Update Bus Routes to Identify Potential Hazards	Dave Pish	8/2/21

<b>Activity</b>	<b><u>Responsible Person</u></b>	<b><u>Date Completed</u></b>
Examine/Update Site Crisis Response Supplies Tenaya Tioga Don Pedro	Custodian /Site Principal	8/31/19
Interview/Survey of Special Staff Skills.....  Tenaya Tioga Don Pedro	Site Principal	8/25/21
Assign Site Staff Disaster Roles.....  Tenaya Tioga Don Pedro	Site Principal	8/25/21
Review Plan with Staff..... Tenaya Tioga Don Pedro	Site Principal	2/4/22
Updated Trifold Brochure for Parents..... Tenaya Tioga Don Pedro	District Secretary	3/01/19

Prepared by \_\_\_\_\_

Date Prepared \_\_\_\_\_ School Year \_\_\_\_\_

This document is to be kept in the district office for public review.



# Survey of Special Staff Skills

**School Tenaya Year 2021-2022**

**Staff Member** \_\_\_\_\_

First Aide Certificate-Certified & Classified Staff: Cavan Rose, Nellie Moore, Jeannie Jenkins, Holly Foiles, Debra Elliot, Penny Williamson

AED/CPR- Certified Staff:

Penny Williamson, Trudi Griffin , Wynette Hilton , Susan Peterson, Lisa Pritchard, Joanne Beaudreau, Jennifer Smith, Jason Coultrap, Natalie Gonzales, Holly Caraon, Jude Hawkins, Jodi Richey

Classified Staff: Debra Elliot, Michele Hessler, Chealsey Davis, Pam Reimers, Kim Scheu, Heidi Ludwig, Jenny Porta

Bilingual Staff- - Natalie Gonzales

**List all other potential skills that could be of help in time of emergency:**

Dave Pish, Miles Silva, Michael Galvin, Jon Hawkins – Power, water, fuel and propane shutoff

**School Tioga Year 2021-2022**

**Staff Member:**

First Aide Certificate-Certified & Classified Staff:  
Karen Seals

AED/CPR- Certified Staff  
Karen Seals, Emily Hanchett, Melissa Stegall

**List all other potential skills that could be of help in time of emergency:**

Miles Silva, Thomas Brian Miller – Power, water, and propane shutoff

Bilingual Staff- Lynda Martinez

**School Don Pedro High**  
**Year 2021-22**

**Staff Member:**

First Aide Certificate-Certified & Classified Staff: Jeannie Jenkins,

AED/CPR- Certified Staff & Classified  
Nickie Lamm, Melissa Stegall, Penny Shuey

**List all other potential skills that could be of help in time of emergency:**

Miles Silva, Julie Mc Daniel – Power, water, and propane shutoff

