



# Colusa Unified School District Emergency Operations Plan

May 2018



# FEMA

*Modeled on the Federal Emergency Management Agency's Sample EOP for Schools*

# Table of Contents

## Signature Page

### Basic Plan

I. <a href="#">Introduction</a> .....	1
II. <a href="#">Concept of Operations</a> .....	12
III. <a href="#">Organization and Assignment of Responsibilities</a> .....	14
IV. <a href="#">Direction, Control, and Coordination</a> .....	19
V. <a href="#">Communications</a> .....	24
VI. <a href="#">Administration, Finance, and Logistics</a> .....	29
VII. <a href="#">Plan Development, Maintenance, and Distribution</a> .....	31
VIII. <a href="#">Authorities and References</a> .....	33
IX. <a href="#">Continuity Of Operations</a> .....	33

## Appendices

### Threat and Hazard Specific Procedures

A) Natural Hazards: <a href="#">Flood / Severe Storm / Earthquake</a> .....	40
B) Technological Hazard: <a href="#">Chemical Spill / Gas Leak/ Fire</a> .....	43
C) Human Hazards: <a href="#">Intruder / Terrorism</a> .....	48

### Comprehensive School Safety Plans (CSSP)

D) <a href="#">Burchfield Primary School CSSP</a> .....	51
E) <a href="#">Egling Middle School CSSP</a> .....	80
F) <a href="#">Colusa High &amp; Colusa Alternative High School CSSP</a> .....	110
G) <a href="#">District Office / Colusa Alternative Home School CSSP</a> .....	144
H) <a href="#">Standard Reunification Protocol</a> .....	155

### Other Information

I) <a href="#">Public Information Protocols and Templates</a> .....	157
J) <a href="#">Record of Plan Changes / Record of Plan Distribution</a> .....	161

**SIGNATORY PAGE**

This district emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

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# Colusa Unified School District Emergency Operations Plan

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## I. INTRODUCTION

[\(Return to Table of](#)

[Contents\)](#)

### A. Purpose of the Plan

The purpose of the Colusa Unified School District Emergency Operations Plan (District EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Colusa Unified School District and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Colusa Unified School District has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific appendixes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Colusa Unified School District regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Colusa School's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

### B. Scope of the Plan

The Colusa Unified School District Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

# Colusa Unified School District Emergency Operations Plan

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## 1. Definitions

**Incident:** An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

**Hazards:** Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies depending on the size and scope of the incident.

## 2. School Board Policy Statement

The Colusa Unified School District Emergency Operations Plan operates within the framework of the Colusa Unified School Board policy.

## C. Situation Overview/Hazard Analysis Summary

### 1. School Population

#### a. General Population

Colusa Unified's current enrollment is approximately 1450 students who attend on three sites in and around the town of Colusa. These students are supported by a committed staff and faculty consisting of: (approximately)

- 80 Teachers and specialists
- 6 Administrators
- 8 District Office/support staff
- 20 Instructional Assistants
- 11 Cafeteria staff
- 15 Maintenance and custodial staff

#### b. Special Needs Population

Colusa Unified School District is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,

# Colusa Unified School District Emergency Operations Plan

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- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The District's current enrollment of students with special needs is approximately 190; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an incident will be noted by school safety plan. Staff members who are trained will be assigned to assist the special needs population during drills, exercises, and incidents.

## **2. Building Information**

Colusa Unified School District facilities are located at:

Burchfield Primary School – 400 Fremont Street

Egling Middle School – 813 Webster Street

Colusa High & Colusa Alternative High School – 901 Colus Avenue

District Office and Colusa Alternative Home School – 745 Tenth Street

A map of the buildings annotated with evacuation routes are include in the Building Comprehensive Safety Plan sections of this Plan. All staff members are required to know these locations as well as how to operate the utility shutoffs.

## **3. Hazard Analysis Summary**

Colusa Unified School District is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In December 2016, school staff members completed a thorough review of known hazards to identify any circumstances in the schools or near the campuses which may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

# Colusa Unified School District Emergency Operations Plan

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The table on the following page briefly discusses Colusa Unified's high-priority hazards including flood, severe storm, fire, chemical, intruder, earthquakes, and terrorism.

## Potential Hazards

<b>Flood</b>	<p>Flooding is a natural feature of the climate, topography, and hydrology of Colusa and its surrounding areas. Flooding is possible throughout the winter and early spring due to heavy rainfall, melting snow, and potential levee failure.</p> <p>The Sacramento River, north of Colusa, has the potential to flood periodically. Long periods of rainfall and mild temperatures are normally the cause. Colusa Unified School District is located in a flood plain, making it vulnerable to flood damage. Colusa Schools have not been severely impacted in the recent past due to an ongoing drought and levee system improvements.</p>
<b>Severe Storm</b>	<p>Colusa and its surrounding areas are vulnerable to severe local storms. Violent thunderstorms and even tornadoes have occurred in the region. The effects are generally transportation problems, mild to moderate property damage, and loss of utilities, but can vary with the intensity of the storm.</p>
<b>Fire</b>	<p>Wildfire hazards are generally low in this region as the climate, terrain and urbanization have mitigated the circumstances which cause wildfires to spread swiftly.</p> <p>However, with its many farms and ranches, Colusa County remains susceptible to large cropland, structure and machinery fires. The frequency of such fires is very low, but they do occur</p>
<b>Chemical Spills &amp; Gas Leaks</b>	<p>Hazardous chemicals are used for a variety of industrial and agricultural purposes and are regularly transported through, in and around Colusa. Currently, only small amounts of pesticides, fuels and other hazardous chemicals are used and stored on school grounds. However, large amounts of farm/industrial chemicals are present locally and spill / release hazards are ever-present.</p> <p>Natural gas is the fuel source for heating district buildings and hot water production. The leaks develop from equipment aging or damage. Gas leaks present both fire and explosion hazards.</p>
<b>Intruder</b>	<p>While a hostile intruder incident has never occurred in a Colusa Unified school, Colusa Schools are vulnerable to intruders.</p>

# Colusa Unified School District Emergency Operations Plan

<b>Earthquake</b>	Significantly destructive earthquakes are rare in this region of the state. However, ground shaking can be strong enough to cause objects to fall from shelves.
<b>Terrorism</b>	Colusa Schools, like other public institutions, are vulnerable to terrorist activity.

## 4. Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Colusa Unified School District fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Colusa Unified School District is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include anti-bullying and other pro-social actions which support the notion that our schools are safe havens for everyone. Recent upgrades to communication systems offer greater protection of our students. In addition, Colusa Unified School District requires all adults to display identification badges.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Colusa Unified School District has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property.

For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Colusa Unified School District structures were built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements,

# Colusa Unified School District Emergency Operations Plan

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the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. However, those codes have changed over the years and CUSD is constantly upgrading systems to meet the new codes.

## **D. Planning Assumptions and Limitations**

### **1. Planning Assumptions**

Stating the planning assumptions allows Colusa Unified School District to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.

A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.

There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.

Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.

# Colusa Unified School District Emergency Operations Plan

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Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.

A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

## **2. Limitations**

It is the policy of Colusa Unified School District that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Colusa Unified School District can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

## **II. CONCEPT OF OPERATIONS**

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[\(Return to Table of Contents\)](#)

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

### **A. National Incident Management System (NIMS)**

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

# Colusa Unified School District Emergency Operations Plan

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According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Colusa Unified School District participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Colusa Unified School District recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Colusa Unified School District works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. All persons assuming roles described in the basic plan or appendixes will take the IS-700 course.
- Participate in local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

## **B. Implementation of the Incident Command System (ICS)**

In a major emergency or disaster, Colusa Unified School District facilities may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

**The Incident Command System (ICS) will be used to manage all incidents**

# Colusa Unified School District Emergency Operations Plan

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**and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]**

The Incident Commander at Colusa Unified School District will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. Incident commanders from outside Colusa Unified School District will form a joint command with CUSD Administration while operating on District Property. If no Incident Commander is present at the onset of the incident, the most qualified District Staff member will assume command until relieved by a qualified Incident Commander.

## **C. Initial Response**

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

## **III. ORGANIZATION ASSIGNMENT OF RESPONSIBILITIES**

[\(Return to Table of Contents\)](#)

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

# Colusa Unified School District Emergency Operations Plan

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The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

## **A. Principal / Building Administrator**

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

## **B. Incident Commander**

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Lockdown, Lock Out, Shelter in Place, Evacuate, etc.), as described more fully in the functional appendixes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation.

# Colusa Unified School District Emergency Operations Plan

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## **C. Teachers**

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action commands during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary.

## **D. Instructional Assistants**

Responsibilities include assisting teachers as directed.

## **E. Counselors, Social Workers, and Psychologists**

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

## **F. School Nurses/Health Assistants**

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

## **G. Custodians/Maintenance Personnel**

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of condition of school.

## **H. School Secretary / Office Staff**

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Track expenditures and keep receipts for emergency supplies & materials.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

## **I. Food Service/Cafeteria Workers**

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

# Colusa Unified School District Emergency Operations Plan

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## **J. Bus Drivers**

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

## **K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)**

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

## **L. Students**

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

## **M. Parents/Guardians**

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.

## IV. DIRECTION, CONTROL, AND COORDINATION

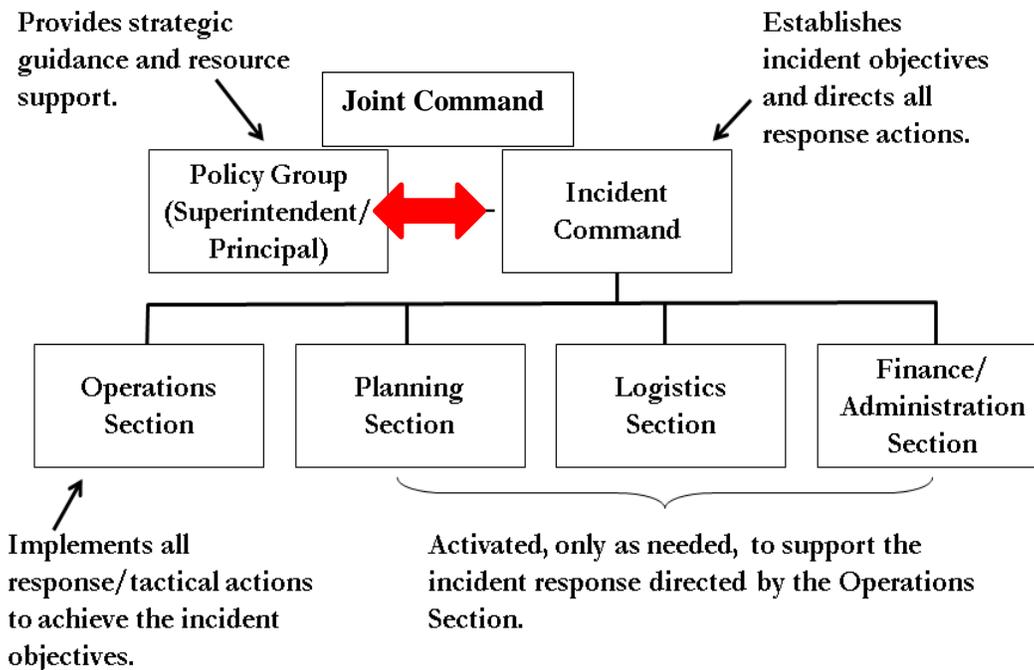
[\(Return to Table of Contents\)](#)

### A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

**Figure 1. Incident Management Team**



The ICS is organized into the following functional areas:

**1. Incident Command:** Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
  
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

**2. Operations Section:** Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

**Table 2. Operations Section Teams**

<b>Strike Team</b>	<b>Potential Responsibilities</b>
<b>Search &amp; Rescue Team</b>	<p>Search &amp; Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search &amp; Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> <li>○ Identifying and marking unsafe areas.</li> <li>○ Conducting initial damage assessment.</li> <li>○ Obtaining injury and missing student reports from teachers.</li> </ul>
<b>First Aid Team</b>	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> <li>□ Setting up first aid area for students.</li> <li>□ Assessing and treating injuries.</li> <li>□ Completing master injury report.</li> </ul> <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
<b>Evacuation/ Shelter/Care Team</b>	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> <li>□ Accounting for the whereabouts of all students, staff, and volunteers.</li> <li>□ Setting up a secure assembly area.</li> <li>□ Managing sheltering and sanitation operations.</li> <li>□ Managing student feeding and hydration.</li> <li>□ Coordinating with the Student Release Team.</li> </ul>

	<ul style="list-style-type: none"> <li>□ Coordinating with the Logistics Section to secure the needed space and supplies.</li> </ul>
<b>Facility &amp; Security Response Team</b>	<p>The Facility &amp; Security Response Team is responsible for:</p> <ul style="list-style-type: none"> <li>○ Locating all utilities and turning them off, if necessary.</li> <li>○ Securing and isolating fire/HazMat.</li> <li>○ Assessing and notifying officials of fire/HazMat.</li> <li>○ Conducting perimeter control.</li> </ul>
<b>Crisis Intervention Team</b>	<p>The Crisis Intervention Team is responsible for:</p> <ul style="list-style-type: none"> <li>○ Assessing need for onsite mental health support.</li> <li>○ Determining need for outside agency assistance.</li> <li>○ Providing onsite intervention/counseling.</li> <li>○ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.</li> </ul>
<b>Student Release Team</b>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> <li>○ Setting up secure reunion area.</li> <li>○ Checking student emergency cards for authorized releases.</li> <li>○ Completing release logs.</li> <li>○ Coordinating with the Public Information Officer on external messages.</li> </ul>

**3. Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

**4. Logistics Section:** Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

**5. Finance / Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities;  
when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

## **B. Coordination With Policy/Coordination Group**

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.

- Provide factual information, both internally and externally through the Joint Information Center.

The Colusa Unified School District Principal and / or Incident Commander will keep the Policy/Coordination Group informed.

### **C. Coordination with First Responders**

An important component of the Colusa Unified School District EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Colusa Schools.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

### **E. Source and Use of Resources**

Colusa Unified School District will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members will be trained to assist if called upon and available after an incident occurs. The following organizations or agencies will be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: Local vendors
- Cots and bedding supplies will be provided by: Red Cross
- Food/water supplies will be provided by: CUSD NS and Local vendors
- Security will be provided by: Local Police & Sheriff's Department
- Counseling services will be provided by: CUSD Staff & others as needed

## V. COMMUNICATIONS

[\(Return to Table of Contents\)](#)

Communication is a critical part of incident management. This section outlines Colusa Unified's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

### A. Internal Communications

#### 1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

#### 2. Communication With the School District Office

The Incident Commander will notify the principal of the school's status / needs. The principal will notify the district office. The district office will notify the County Office of Education of the status of all district schools. He/she will designate staff member(s) to monitor all communications.

### B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from CUSD about the incident, what is being done about it, and the safety of the children and staff.

## **1. Communication With Parents**

Before an incident occurs, Colusa Unified School District will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, Colusa Unified School District will:

- Disseminate information via text messages, radio announcements, the District Web page, District Social media pages, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Colusa Unified School District administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

## **2. Communication with the Media**

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All Colusa Unified School District employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are

included in **Appendix H**.

Media contacts at the major television, Internet, and radio stations are maintained by the principal's executive assistant. In the case of an incident, these media contacts will broadcast Colusa Unified's external communications plans, including the information hotline for parents and guardians.

### **3. Handling Rumors**

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Colusa Unified School District will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Colusa Unified School District will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

### **4. Communication With First Responders**

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Colusa Unified School District frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

## **5. Communication After an Incident (Recovery Process)**

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to:
  - a) estimate when the educational program can be fully operational; and
  - b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Colusa County Office of Education of recovery status.

The school district will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

- Get input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

## C. Communication Tools

Some common internal and external communication tools that Colusa Unified School District may use include the following:

- **Standard telephone:** Colusa Unified School District has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff en-route to or from a site.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

## **VI. ADMINISTRATION, FINANCE, AND LOGISTICS**

[\(Return to Table of Contents\)](#)

### **A. Agreements and Contracts**

If school resources prove to be inadequate during an incident, Colusa Unified School District will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

### **B. Recordkeeping**

#### **1. Administrative Controls**

Colusa Unified School District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### **2. Activity Logs**

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

## **C. Incident Costs**

### **1. Annual Incident Management Costs**

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

### **2. Incident Costs**

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

## **D. Preservation of Records**

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

## **VII. PLAN MAINTENANCE, & DISTRIBUTION**

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[\(Return to Table of Contents\)](#)

The Core School Emergency Operations Planning Team is responsible for the overall maintenance and revision of the Colusa Unified School District EOP. The Exercise Planning Team is responsible for coordinating training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The School Board and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

## **A. Approval and Dissemination of the Plan**

The School Board together with the principal and superintendent will approve and disseminate the plan and its appendixes following these steps:

- Review and Validate the Plan
- Present the Plan (for Comment or Suggestion)
- Obtain Plan Approval (School Board)
- Distribute the Plan

### **1. Record of Changes**

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the District Leadership Team which will act as the Emergency Operations Planning Team.

### **2. Record of Distribution**

Copies of plans and appendixes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. Emergency Operations Planning Team and will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

## **B. Plan Review and Updates**

The basic plan and its appendixes will be reviewed annually by the Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

### **C. Training and Exercising the Plan**

Colusa Unified School District understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The EOP Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First aid and CPR for all staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Web site.

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year.

Approved parent volunteers and community members will also be incorporated into larger training efforts.

All Colusa Unified School District staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

## VIII. AUTHORITIES AND REFERENCES

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[\(Return to Table of Contents\)](#)

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

- Colusa Unified School District Policy BP3516 mandates that the district shall develop and maintain a comprehensive safety and disaster preparedness plan.
  
- California Education Code 32282 specifies implementing and using the Standardized Emergency Management System, which mandates the use of the National Incident Management System and the use of the Incident Command System for managing all disaster/crisis situations.

## IX. CONTINUITY OF OPERATIONS (COOP) PROCEDURES

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[\(Return to Table of Contents\)](#)

### I. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

### II. SCOPE

It is the responsibility of Colusa Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Colusa Unified School District relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

### III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the principal, will perform the essential functions listed in Table 3.

**Table 3. Essential Functions Performed by COOP Procedures Personnel**

<p><b>Superintendent or Designee</b></p>	<ul style="list-style-type: none"> <li>○ Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>○ Disseminate information internally to students and staff.</li> <li>○ Communicate with parents, media, and the larger school community.</li> <li>○ Identify a line of succession, including who is responsible for restoring which business functions for schools.</li> <li>○ Ensure systems are in place for rapid contract execution after an incident.</li> </ul>
<p><b>Principal and/or Department Heads</b></p>	<ul style="list-style-type: none"> <li>○ Identify relocation areas for classrooms and administrative operations.</li> <li>○ Create a system for registering students (out of district or into alternative schools).</li> <li>○ Brief and train staff regarding their additional responsibilities.</li> <li>○ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>○ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).</li> <li>○ Reevaluate the curriculum</li> </ul>
<p><b>Custodians / Maintenance / Transportation</b></p>	<ul style="list-style-type: none"> <li>○ Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> </ul>

<b>Personnel</b>	<ul style="list-style-type: none"> <li>○ Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or re-landscaping).</li> <li>○ Determine how transportation services will resume.</li> </ul>
<b>Administrative Assistants / Office Staff</b>	<ul style="list-style-type: none"> <li>○ Maintain inventory.</li> <li>○ Maintain essential records (and copies of records) including school's insurance policy.</li> <li>○ Ensure redundancy of records is kept at a different physical location.</li> <li>○ Secure classroom equipment, books, and materials in advance.</li> <li>○ Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.</li> <li>○ Retrieve, collect, and maintain personnel data.</li> <li>○ Provide accounts payable and cash management services.</li> </ul>
<b>Counselors, Social Workers, and School Nurses/Health Assistants</b>	<ul style="list-style-type: none"> <li>○ Establish academic and support services for students and staff/faculty.</li> <li>○ Implement additional response and recovery activities according to established protocols</li> </ul>
<b>Nutrition Service / Cafeteria Workers</b>	<ul style="list-style-type: none"> <li>○ Determine how food services will resume.</li> </ul>

To implement the COOP procedures:

All core COOP procedures personnel as well as senior staff will undergo periodic training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

#### **IV. PROCEDURES**

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

## **A. Activation and Relocation**

The Superintendent will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The Superintendent or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

## **B. Alert, Notification, and Implementation Process**

Each Emergency Operations Planning Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents / guardians will be alerted and notified using the automated notification system as important information becomes available.

## **C. Relocation Sites**

<b>Alternate Facility</b>	<b>Replaces this Primary Facility</b>
Local governmental, church, community or privately owned buildings	Burchfield Primary
Local governmental, church, community or privately owned buildings	Egling Middle
Local governmental, church, community or privately owned buildings	Colusa High
Local governmental, church, community or privately owned buildings	Colusa Home
Local governmental, church, community or privately owned buildings	District Office
Local governmental, church, community or privately owned buildings	Cafeteria Kitchen
Local governmental, church, community or privately owned buildings	MOT Offices

Relocation sites will be identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site.

## **D. Alternate Facilities and Strategy**

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be Colusa County Office of Education. For a longer term arrangement, district or community facilities will be utilized until the District Office is operational.

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Colusa Unified's backup data.

## **E. Interoperable Communications/Backup Sites**

As noted above, the Colusa County Office of Education will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, another CUSD facility is the first option for relocation. Currently the lines and services for telephones and computers at the CUSD District Office are maintained, protected, and backed up offsite by the district office.

## **F. Vital Records and Retention File**

Vital records are archived and/or retained on backup data systems stored off site.

## **G. Human Capital Management**

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

## **H. Reconstitution**

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

## **RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES**

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### **I. PURPOSE**

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

### **II. SCOPE**

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this appendix. Additional advice will be sought from outside psychologists and mental health experts.

### **III. RESPONSIBILITIES**

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

### **IV. SPECIALIZED PROCEDURES**

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

#### **Immediately Following a Serious Injury or Death and/or Major Incident**

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- Set up crisis centers and designate private rooms for private

counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.

- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

### **Hospital/Funeral Arrangements**

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

### **Post-Incident Procedures**

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the school board's consent.

# Hazard and Threat-Specific Procedures

[\(Return to Table of Contents\)](#)

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## Appendix A

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### **NATURAL HAZARDS: FLOOD / SEVERE STORM (NEAR OR ON SCHOOL GROUNDS)**

#### **I. PURPOSE**

Earthquakes, Floods and severe storms are natural features of the climate, topography, geology, and hydrology of Colusa and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, severe storms, tsunamis, and earthquakes. Generally, earthquakes in this area are relatively minor, but moderate ground shaking can occur and damage buildings. The purpose of this appendix is to ensure that there are procedures in place to protect staff / students and school property in case of a flood or a severe storm.

#### **II. SCOPE**

This appendix outlines additional responsibilities and duties as well as procedures for staff responding to a flood, storm or earthquake near or on school grounds.

#### **III. CORE FUNCTIONS**

The National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood and storm, and earthquake watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood or severe storm, the Incident Commander, or principal, will activate the EOP and implement the Incident Command System.

The school intercom acts as a warning system to notify staff / faculty and students in case of imminent or confirmed severe storms and flooding, including that due to levee failure. If there is a loss of power, cell phones, a compressed air horn or megaphone and two-way radios will serve as backup

alerting / communication devices.

## **A. Operational Functions/Procedures That May Be Activated**

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Shelter in Place
- Relocation
- Parent-Student Reunification
- Special Needs Population Considerations
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

## **B. Activating the EOP**

The principal/building administrator will determine the need to activate the EOP and designate an Incident Commander.

### **1. Incident Commander Actions**

- Issue stand-by instruction. In consultation with the principal / Policy Group determine if evacuation or sheltering is required.
- Notify local law enforcement of intent to evacuate or shelter, the location of the safe evacuation / shelter site, and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated or are sheltered.
- Activate communications plan.
- Determine if additional procedures should be activated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Notify the principal / Policy Group of the status and action taken.
- Update the principal / Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to any damaged building until proper authorities have determined that it is safe to do so.
- Communicate with bus drivers.
- Determine whether school will be closed or remain open.
- Document all actions taken.

### **2. Incident Management Team and Section Chiefs Actions**

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.

- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Implement the internal and external communications plan.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be damaged.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

### **3. Staff Actions**

- Execute evacuation or shelter procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Locate the class roster and emergency to-go kits.
- Take attendance before leaving campus if evacuating.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

### **4. Bus Driver Actions**

- If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged.
- If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, immediately abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios or cell phones to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- Document all actions taken.

## Appendix B

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# TECHNOLOGICAL HAZARDS: CHEMICAL SPILL / FIRE

[\(Return to Table of Contents\)](#)

## I. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Colusa. Currently, small amounts of pesticides, herbicides, fuels, lubricants, and adhesives are all used and stored on school grounds. Cleaning products such as chlorine and ammonia solutions may be found in almost every building. Very small quantities of laboratory chemicals are stored in Egling Middle School and Colusa High School Science classrooms. The purpose of this appendix is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

## II. SCOPE

The appendix outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill or fire.

## III. CORE FUNCTIONS

Chemical accidents may originate inside or outside the building. Examples include: gas leaks, toxic leaks or spills caused by tank, truck, or railroad accident; water treatment / waste treatment plants; and industry or laboratory spills.

The Colusa Unified School District maintenance team inspects stored chemicals. The school intercoms act as a warning system to notify staff/faculty and students. Decontamination of equipment and personnel will be coordinated with the local emergency responders.

### A. Operational Functions / Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill or fire near a school building include:

- Shelter-in-Place
- Evacuation
- Special Needs Population

- Parent-Student Reunification
- Continuity of Operations (COOP)
- Recovery: Psychological Healing
- Mass Care

If there is an **internal** chemical spill or fire, the following procedures may be activated:

- Evacuation
- Special Needs Population
- Relocation
- Parent-Student Reunification

The Incident Commander and the Incident Management Team / Section Chiefs will determine if and when these procedures should be activated.

## **B. Activating the EOP for an External Chemical Spill**

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill or fire is **external**, the following steps will be taken by the school community:

### **1. Incident Commander Actions**

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place.
- Notify the principal/Policy Group of the status and action taken.  
The principal/Policy Group shall notify the superintendent of schools.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.

- Document all actions taken.

## **2. Incident Management Team and Section Chiefs Actions**

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

## **3. Staff Actions**

- Move students away from immediate vicinity of danger.
- If you smell gas, immediately evacuate. Do not turn on or off any electrical equipment. Notify administration but do not use a phone.
- Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Remain with students throughout the shelter-in-place process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the “all clear” signal has been issued.
- In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- Document all actions taken.

## **C. Activating the EOP for an Internal Chemical Spill**

The principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is **internal**, the following steps will be taken by the school community:

### **1. Person Discovering the Spill**

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify principal / teacher.
- Do not eat or drink anything or apply cosmetics.

### **2. Incident Commander Actions**

- Issue stand-by instruction to all staff and students.
- Determine what procedures should be activated.
- Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- Consider an all-school evacuation.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify the local fire department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s).
  - Location of the spill and/or materials released; name of substance, if known.
  - Characteristics of spill (color, smell, visible gases).
  - Injuries, if any.
- Notify local law enforcement of intent to evacuation.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the "all clear" signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

### **3. Incident Management Team and Section Chiefs Actions**

- Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Disseminate information about the incident and follow-up actions such as where the school has relocated and parent-student reunification

procedures.

- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

#### **4. Staff Actions**

- Move students away from immediate vicinity of danger.
- Report location and type (if known) of the hazardous material to Incident Commander.
- Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the principal.
- If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process.
- Upon arrival at evacuation site, take attendance. Notify Incident Commander or designee of any missing or injured students.
- Remain with students throughout the evacuation and relocation process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered area until the "all clear" signal has been issued.
- Do not return to the building until emergency response personnel have determined it is safe.
- Render first aid as needed.

## Appendix C

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# HUMAN-CAUSED HAZARDS: INTRUDER / TERRORISM

[\(Return to Table of Contents\)](#)

## I. PURPOSE

The purpose of this appendix is to ensure that there are procedures in place to protect staff / students and school property in the event of an intruder / terrorist incident on school grounds or in the school building.

## II. SCOPE

The appendix outlines additional responsibilities and duties as well as procedures for staff responding to an intruder / terrorist incident on school grounds or in the school building.

## III. CORE FUNCTIONS

Colusa Unified School District will post signs at points of entry to the campus and buildings from streets and parking lots stating the following:

**All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office.**

To prevent intruders on campus, Colusa Unified School District administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an intruder, Colusa Unified School District will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

### A. Operational Functions / Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- Lockdown
- Lockout
- Evacuation
- Parent-Student Reunification
- Recovery: Psychological Healing

## **B. Activating the EOP**

The principal will determine the need to activate the EOP and designate an Incident Commander to implement the procedures specified in this appendix. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

### **1. Incident Commander Actions**

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement to assist if necessary.  
Provide a description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the principal/Policy Group of the status and action taken. The principal/Policy Group shall notify the superintendent of schools.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.

- Document all actions taken.

## **2. Staff Actions**

- Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until law enforcement arrives.
- Stay calm, do not indicate any threat to the intruder.
- Isolate intruder from students.
- During Lockdowns, do not open locked door - law enforcement will have keys.
- If safe to do so, consider evacuation as an alternative to lockdown.
- Consider distributing heavy objects which might be thrown at the intruder should they enter your room.
- Search for items which might be used as defensive weapons – cleaning solutions, fire extinguishers, etc.
- If the intruder enters your room, do not remain still. Prepare students to “swarm” past intruder and rush out the door.

## **Comprehensive School Safety Plans (CSSP)**

[\(Return to Table of Contents\)](#)

### **Appendix D Burchfield Primary School CSSP**

#### **COMPREHENSIVE SCHOOL SAFETY PLAN**

Burchfield Primary School  
400 Fremont Street  
Colusa, CA 95932  
530-458-5853

Table of Contents

- I. Purpose
- II. Scope
- III. Elements and Requirements of the Plan
- IV. Steps in the Safe School Planning Process
- V. Site Council or School Safety Planning Committee Members
- VI. Current Status of School Crime Committed on School Campus and at School Related Functions
- VII. Safe School Model and Developing an Action Plan
- VIII. Crisis Response Plan
- IX. Additional Information
  - 1. Strategies and Programs that will Provide and Maintain a High Level of School Safety
    - a. Child Abuse Reporting Procedures
    - b. Disaster Procedures
    - c. Policies Regarding Suspension, Expulsion and Mandatory Expulsion Pursuant to (Ed Code 48900-48925)
    - d. Procedures to Notify Teachers of Dangerous Pupils (Ed Code 49079)
    - e. Sexual Harassment Policy (Ed Code 212.6(b))
    - f. School-wide Dress Code Relating to Gang- Related Apparel (Ed Code 35183)
    - g. Procedures for Safe Ingress and Egress to and from School
    - h. Policy to Provide a Safe and Orderly Environment Conducive to Learning.
    - i. Rules and Procedures on School Discipline (Ed Code 35291-35291.5)

## Comprehensive School Safety Plan

### I. Purpose

This plan has been developed to comply with Senate Bill 187 (Hughes), Comprehensive School Safety Plan Act, (Ed Code 35294.1-35294.9).

### II. Scope

This plan covers Burchfield Primary School grades TK – 3rd.

#### Colusa Unified School District Mission Statement

The Mission of CUSD is to provide a safe, student-centered, high quality education to ALL students

#### Colusa Unified School District Vision Statement

To provide, in cooperation with our families, an excellent, well-balanced education where students gain skills necessary for success in an ever-changing world.

### III. Elements and Requirements of the Comprehensive School Safety Plan

The Comprehensive School Safety Plan Act requires that the Plan includes, but not necessarily limited to:

1. Assessing the current status of school crime committed on the school campus and at school functions
2. Identifying appropriate strategies and programs that will maintain a high level of school safety.
3. Address the school's procedures for complying with the existing laws related to school safety.

#### Plan Approval

Each school is responsible for the development of a Comprehensive School Safety Plan which is evaluated and amended by the school Site Council or School Safety Committee annually. The Plan is then to be forwarded to the School District Board for approval.

#### Public Hearings

Prior to adopting the Plan, the school Site Council or the School Safety Committee is required to hold a public hearing to allow the members of the public to express an opinion about the school safety plan. All safety related materials must be kept up to date, on file and available at the Colusa Unified School District Office and at Burchfield Primary School office for inspection by the public. Due to small school exemptions that exist, the District may develop a district-wide school safety plan that applies to each school in the District.

It is in the intent of the regulation that schools use existing resources to develop the Plan. The schools will use materials and services from the School Safety Partnership, pursuant to Ed Code, Section 32260.

### IV. Steps in the Safe Schools Planning Process

A seven step planning process has been used to guide the school safety-planning committee in addressing the components of the safe school model. The steps are as follows:

1. Identify your safe school planning committee members
2. Create a mission statement or vision for your school
3. Gather and analyze information about your school and its community
4. Identify your school and community areas of desired change
5. Set major goals which are located in the action plan
6. Select and implement strategies for each safe school component located in the action plan
7. Evaluate and assess progress.

**V. School Safety Planning Committee**

The school safety planning committee is responsible for developing the Comprehensive School Safety Plan. The committee has consulted with law enforcement in the development of this plan. The committee is comprised of the following:

Principal or the Principal's designee

Three Certificated Teachers

One Classified Employee

Three Parents

One Fire Department Employee

One Special Education Teacher

**VI. Current Status of School Crime Committed on School Campus and at School Related Functions**

The school has used several methods of gathering information on school crime on campus and at school related functions. The resources listed were used, but not limited to:

- ARIES Reports
- Staff, Student and Parent Surveys
- School Crime Report Statistics
- Truancy Data
- Accident Reports from the School Nurse
- Vandalism Reports and Work orders to repair vandalism
- Community Juvenile Crime Statistics

The resources were used to assist the school in gathering information about the school and its community. The information has been used to identify the school and community desired areas of change. The information also assisted in developing goals and strategies. These goals have been listed in the action plan.

**VII. The Action Plan consists of four components. The four components interact and affect the safety of the entire campus. In the action plan each component lists a safe school element and a planning strategy and goal.**

- Component 1 – Personal Characteristics of Students and Staff
- Component 2 – The Schools Physical Environment
- Component 3 – The Schools Social Environment

- Component 4 – The Schools Cultural Environment

The following action plan has been developed for each of four components.

### **Component 1**

## **Personal Characteristics of Students and Staff**

### **Ethnic / Cultural Diversity of Students**

The backgrounds of all students will be acknowledged, respected and incorporated into all phases of the school curriculum and activities whenever possible.

### **Life Experiences of Students and Staff**

Community support services will be utilized to provide essential needs such as food, clothing, shelter, protective services, school supplies, support services, behavior health services, and welfare checks. Tutoring services are provided in a variety of ways including Burchfield's After School Program, Migrant Education, Native American Council, and individual teacher driven tutoring.

Positive community role models, people who have overcome life's adversities, cultural role models, student and staff will be asked to share their talents with our schools.

In conjunction with the Colusa Fire Department all students are provided with fire safety training for students in grades TK through 3rd.

### **Staff Expertise / Diversity**

Staff members with diversified expertise will be recruited to work effectively with students.

### **Physical Health and Concerns**

Educational programs will include nutrition, alcohol, and other drug-use prevention issues. We will coordinate community health services for prevention and intervention programs for students.

### **Component 2**

## The Schools Physical Environment

### School Location

Burchfield Primary School is located near high traffic areas. Burchfield has a fenced campus that is locked during business hours. Large School Zone signs have been installed on Fremont street, 4<sup>th</sup> Street, and on Lafayette Street. Flashing crosswalk signals have been installed on two crosswalks, one in front of the school on Fremont Street and one on the corner of 4<sup>th</sup> and Lafayette Street. Safe Routes to School funding has been used to improve sidewalks and traffic signals near the school.

### School Grounds

Burchfield's campus has undergone recent upgrades including interior and exterior lighting, new asphalt playgrounds, trip hazards removed, ADA compliant sidewalks and access points and ADA compliant restrooms.

Physical conditions that lead to accidental harm will be corrected promptly. Grounds will be kept graffiti free and well maintained.

### School Buildings and Classrooms

Buildings will be well maintained and attractive, have easy access for all students and staff, be free of physical hazards, and designed to prevent criminal activities.

### Internal Security Procedures

Vandalism policies are in place at Burchfield. The school and community will continue to collaborate on crime prevention efforts. New interior and exterior lighting, and interior sensors have been installed.

The local police department's vigilance will be a deterrent to vandalism and crime.

A crisis response plan identifies the standard response protocol for emergencies such as fire, earthquake, bomb threat, chemical spills, and dangerous strangers on campus or in the vicinity of the school. It also includes procedures for missing students, school closure, and student check out. There is a protocol for the death of student or a staff member. The district emergency response manual includes the incident command protocol and logistics.

**Component 3**

**The School's Social Environment**

**Leadership**

The Principal and site management team will provide strong leadership, establish a positive tone, will emphasize the importance of positive staff attitudes, will model and demonstrate responsiveness, consideration, sensitivity, and respect.

**School Site Management**

Students, parents, certificated and classified staff, and representatives from the community including but not limited to law enforcement, and businesses will participate in goal setting decision making at the school level whenever appropriate.

**Classroom Organization and Structure**

Classroom conditions will provide an orderly learning environment, enhance the learning experience and promote positive interactions among staff and students. Topics presented will include responsible citizenship, appreciation of cultural diversity, self-esteem, anger management, emotional development, social expectations, goal setting and effective communication and relationships.

**Discipline**

Consequences for violating behavior and academic expectations will be communicated to staff, students and parents. Discipline will be fair and developmentally appropriate. The discipline process will be aimed at changes in behavior and attitude. Staff members will respond fairly and consistently to violation. Parents will be notified of violations.

**Participation and Involvement**

Partnerships will be purposefully facilitated between students, teachers, parents, community members, police and fire departments, health and welfare agencies, probation, for the purpose of planning, training workshops and other safe school planning and activities, whenever appropriate.

**Component 4**

## The School's Culture

### **Affiliation and Bonding**

Students and staff will feel physically and emotionally secure from physical and verbal attacks. All stake holders will feel comfortable to share unwanted events with administration.

A sense of community will be fostered so that all members of the school community can feel pride in their school and feel that they are important members of the school. A caring spirit will be fostered by all so that concern will be shown for others and all will accept ownership of the conditions and events that happen at school.

### **Behavioral Expectations**

Behavioral expectations will be identified, clearly stated verbally and written communication will be sent to families. Adults will model respectful, positive behaviors when dealing with students and with each other.

The members of the school community will model high moral standards, send positive messages to students and expect the best effort and performance from everyone.

### **Academic Expectation**

Clear and positive academic expectations will be communicated. Gradebooks will be kept up to date and families will conference with their child's teacher's during October and as needed during the school year. Parents will be notified in person, by phone, notes home, and/or email by the teacher to discuss any academic changes and/or student needs as necessary. Athletic and extra-curricular activities for students will be encouraged, but a balance with meeting academic standards will be the priority expectation.

### **Support and Recognition**

Constructive, positive behavior will be given appropriate recognition. Positive behavior will be rewarded and acknowledged frequently and publically when appropriate.

## Crisis Response Plan

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced monthly. The staff participates in Standard Response Protocol emergency scenarios in order to maintain decision-making and communication procedures for a given emergency.

# In an Emergency

# Say it twice. Say it twice.



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

Standard Response Protocol – Public Address Protocol	
Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to Park on 3 <sup>rd</sup> Street (Sankey Elmwood) Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and Hold!
Fire Inside	Evacuate to numbered fence on the playground.
Fire Outside	Shelter in Silence
Chemical Spill	Shelter for Hazmat! And Seal

Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Kidnapping	Lockdown! Locks, Lights, Out of Sight!
Tornado	2 <sup>nd</sup> /3 <sup>rd</sup> Modulares Evacuate to Annex Building. K/1 Modulares Evacuate to Room 8. Others shelter in their building's interior hallways.  Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



DRAFT Public Address Protocol | Version 0.9.1 | 09/03/2009 | Revised:09/21/2009 | John-Michael Keyes [jm@iloveguys.org](mailto:jm@iloveguys.org) | <http://iloveguys.org> © Copyright 2009. All Rights Reserved. The "I Love U Guys" Foundation. Bailey, CO 80241. The SRP Logo is a Trademark of The "I Love U Guys" Foundation.

## FIRE ALARM

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: EVACUATE, EVACUATE

##### ADMIN/DESIGNEES

- initial signal
- 
- supervise evacuation
- handle any follow-up emergency needs
- signals all clear to office

##### TEACHER

- bring roll book and keys
- do not lock doors, post all
- clear sign on door
- lead students to designated area
- take attendance
- holds up green/red card for status of accounted/unaccounted students

##### OFFICE STAFF

- office assist calls emerg services,
- calls 911, records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists
- signals all clear whole school-w/PA System

##### CUSTODIANS

- report to admin. for further direction

##### OTHER SUPPORT STAFF/CLASSIFIED

- report other to admin. for further directions

The signal for a fire drill will consist of a series of **short EVACUATE STATEMENTS** lasting for several minutes and continuing until system is shut off. Fire drills will be conducted monthly.

#### Exit Routines:

Colusa Unified School District Emergency  
Operations Plan

Please follow the exit routes shown on the attached map of the campus. (Make sure map is posted by exit door).  
Procedure:

- A. All pupils shall stop work immediately and prepare to evacuate the room.
- B. All pupils should not take any books, supplies, or personal belongings with them during fire drill.
- C. All school personal and visitors must leave the building, regardless of their activities.
- D. There shall be no talking during the drill.
- E. There shall be no running or pushing allowed during the drill, but move quickly.

**During Lunch:** Teachers go to field against the Fremont St. fence with roll books and green/red cards to assemble their class. All students are led to the field by yard duty staff and other designated staff to meet with their teachers. Teachers will hold up their green/red cards for accountable/unaccountable students for Admin. and designees leading the drill.

**Passing Period and Recess:** During any passing period and recess students assemble on the field to meet with Homeroom teachers.

## EARTHQUAKE STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: SHELTER - EVACUATE

### ADMIN/DESIGNEE

- initial signal
- 
- supervise evacuation
- handle any follow-up
- emergency needs
- signals all clear to office w/Nextel

### TEACHER

- bring roll books and keys
- do not lock doors; post all
- clear sign on door
- lead students to designated area
- take attendance
- holds up green/red card for status of accounted/unaccounted Students

### OFFICE STAFF

- office assist, calls emerg. services
- calls 911, records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists.
- signals all clear whole school w/PA System

### CUSTODIANS

- report to admin. for further direction

### SUPPORT STAFF/OTHER CLASSIFIED

- report to admin. for further directions

Order students to drop, hold, and cover at the first sign of a quake. Do not wait for a bell.

### EVACUATE:

- A. After the initial shock, evacuate the building according to Fire Drill Procedure.
- B. There will be no bell.
- C. If an aftershock should occur during the evacuation process, order students to drop and cover.
- D. Teachers make sure to take roll and keys.

E. Head Custodian turns off power and gas.

Take your class directly to the assembly area, using the safest path available. Avoid overhangs, power lines, and anything that may fall on your students during transit.

**ASSEMBLY FIELD:**

Assemble your class as a unit (refer to the map). Do not release any students. Take roll immediately. Send a list of any missing or injured students to the mid-field area; include possible locations of missing or injured students.

**ASSEMBLY:**

If an earthquake should occur during an assembly, order your students to drop and cover. After the initial shock, escort students outside using the nearest functional exit. Direct them to assemble on the field. Remind students not to leave school. All teachers should proceed to their assigned locations. Follow steps under “Assembly Field” and “Release of Students.”

**LUNCH:**

If an earthquake should occur during lunch, the lunch and yard duty staff must order the students to duck and cover. The yard duty staff must instruct and will walk the student body to report to their teachers on the TK-1<sup>st</sup> field, or 2<sup>nd</sup>-3<sup>rd</sup> field near the Fremont St. fence if possible. All teachers must report to their field area. All teachers must report to their field and follow steps under “Assembly Field” and “Release of Students.”

**PASSING PERIOD:**

If an earthquake should occur during a passing period, students and faculty should duck and cover. After the initial shock, students and faculty must proceed to their appropriate field area.

**RELEASE OF STUDENTS:**

Students will be released to parents at student check-out area.

**DROP DRILL:**

Each teacher is responsible for the safety of their students. Drop drills should be conducted in each class. Instruct the students to duck under their desk, assume a position on their knees using one arm and hand to protect the neck/spinal area and the other arm and hand to secure the desk’s position.

## **CHEMICAL SPILL STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: LOCKDOWN OR EVACUATE**

**ADMIN/DESIGNEE**

-Determines course of action and notifies teachers  
-call emergency services for direction

**TEACHER**

-keep student inside  
-close doors/windows  
-continue class activities  
-wait for all clear sound

**OFFICE STAFF**

-shut doors/windows  
-check with admin for phone statement

**CUSTODIANS**

-shut off power as directed by admin.  
-report to admin. for further direction

**SUPPORT STAFF/OTHER CLASSIFIED**

-report to admin for further direction

**A. Should a spill occur within a classroom: EVACUATE**

1. Evacuate according to Fire Drill Procedure.
2. Notify office via a runner or phone.
3. Classroom teacher will be instructed by the administration as to what procedures to follow.

**B. Should a spill occur within the vicinity of Burchfield Primary School: LOCKDOWN OR EVACUATE**

1. 911 will be called.
2. Remain in your classroom unless ordered by the administration to evacuate.
3. Close all windows and doors (Custodians turn off all outside air intake vents or fans).

4. The custodian will shut down the main power system for the entire school after directed by Admin/Desig.
5. Leave your building **only when told to do so**, as directed by the principal or designee.

## **BOMB THREAT**

### **STANDARD RESPONSE PROTOCOL (SRP)**

SIGNAL: EVACUATE

Procedures for bomb threat are as follows:

If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible.
- **DO NOT HANG UP, even if the caller does.**
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.

#### **Ask the caller:**

Where is the bomb located? \_\_\_\_\_

When will it go off? \_\_\_\_\_

What does it look like? \_\_\_\_\_

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

What will make it explode? \_\_\_\_\_

Did you place the bomb yourself? \_\_\_\_\_

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

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

Estimate the caller's age:

Is the voice familiar? \_\_\_\_\_

If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself **ON A DIFFERENT PHONE LINE**.

If your phone has a display, copy the number and/or letters on the window display.

Write down as much detail as you can remember. Try to get exact words. If you have a recording device available, use it. Complete the Bomb Threat Checklist below immediately. Circle all that apply:

**Caller's Voice**

Accent  
 Angry  
 Calm  
 Clearing throat  
 Coughing  
 Cracking voice  
 Crying  
 Deep  
 Deep breathing  
 Disguised  
 Distinct  
 Excited  
 Female  
 Laughter  
 Lisp  
 Loud  
 Male

**Background Sounds:**

Animal Noises  
 House Noises  
 Kitchen Noises  
 Street Noises  
 Booth  
 PA system  
 Conversation  
 Music  
 Motor  
 Clear  
 Static  
 Office machinery  
 Factory machinery

**Threat Language:**

Incoherent  
 Message read  
 Taped  
 Irrational  
 Profane  
 Well-spoken

**Other Voice Characteristics:**

Nasal      Normal      Ragged      Rapid  
 Raspy      Slow      Slurred      Soft      Stutter

2. Administrator in charge will call 911 or 458-7777 and reports a bomb threat has been received.
3. Administrator in charge will announce Evacuate or Shelter as appropriate.

ADMIN/DESIGNEE

- initiate signal to evacuate
- call 911
- supervise evacuation
- establish command to determine next steps

TEACHER

- evacuate class
- bring:**
- roll book/green-red card
- keys
- personal belongings
- post all clear sign
- lead students to designated area
- take attendance, remain w/class pending further direction
- at designated area teachers will hold up  
Their green/red card for status of accounted/unaccounted students

OFFICE STAFF

- same as fire drill

CUSTODIANS

Report to admin/designee for further directions

OTHER CLASSIFIED

-report to admin. for further directions

(Administrator-in-charge may need to make changes in these procedures according to circumstances)

A. Procedure followed:

1. Administrator or designee rings fire alarm (office staff take out emergency cards.)
2. Administrators and office staff meet at designated evacuation site.
3. Teachers bring out materials to occupy students.

B. Administrator or designee calls 911 to notify authorities, and superintendent.

C. After teachers have students out of building and lined up at their evacuation sites, the administrator designates a staff member to notify classes to move to:

1. TK-3rd grade classes exit through Annex and Lafayette St. gates to go to Sankey-Elmwood Park, on 3<sup>rd</sup> St. and Webster St.

D. If parents pick up a student without following proper procedure, it is an unexcused absence (unless school is officially closed). Parents must check students out at check-out area.

E. Administrator determines if parents are to be called to pick up their children. If so, refer to School Closure Procedures.

F. If parents must be called:

1. Office staff goes to District Office to call parents.
2. Parents notified by phone where to pick up students.

**DANGEROUS PERSON**  
**STANDARD RESPONSE PROTOCOL (SRP)**  
SIGNAL: LOCKDOWN

ADMIN/DESIG	TEACHER	OFFICE STAFF	CUSTODIANS
-initiate signal -call 911 and share all known info. -prepare phone statement from Superintendent for parents/public officials -get direction and give to office staff	-stay in room -turn off lights -pull curtains -lock doors if it can be done safely -report unaccounted students to office (intercom)**Depending on the situation -students sit on the floor away from Doors/windows -keep students quiet -push furniture against doors as a Barricade OR -evacuate - fight back	-secure office -prepare to answer calls with statement	-report to admin/ designee for further directions  SUPPORT STAFF/OTHER CLASSIFIED -remain in your location and wait for further instructions

**DANGEROUS STRANGER ON CAMPUS/CRIME IN PROGRESS IN VICINITY OF SCHOOL**  
**STANDARD RESPONSE PROTOCOL (SRP)**  
SIGNAL: LOCKDOWN

- A. THE SIGNAL is LOCKOUT.
  - B. PLAYGROUND- when the dangerous stranger alarm sounds, depending on the situation students on the playground need to sit down immediately on the ground or evacuate the area.
  - C. LUNCHROOM- (Computer lab/library or other room besides their classroom)
- \*\*Depending on the situation students are to sit on floor, keep students quiet OR evacuate the area.

**FLOOD**

- A. Immediate Danger to (District Office)
  1. Student evacuation will be directed by Colusa County Emergency Services
  2. Flood Threat (Close School Procedure)

**MISSING STUDENT**

- A. When a child is reported missing, the person receiving the call must notify the principal. In their absence, notify the school counselor or reading specialist.
- B. Note the time of the report and get a description of what the child was wearing.
- C. During school, call all of the pull-out program instructors (Special Ed, ELD, Music, Counselor, P.E., Early Dismissal, etc.) to be sure the student is not with them.

Colusa Unified School District Emergency  
Operations Plan

- D. If a child is missing after school, principal, designees, child’s teacher, and other support staff will look for student on campus.
- E. Check the playground, restrooms, cafeteria, library... to be sure the student is not on campus.
- F. The principal or designees may drive around the school area and check local businesses.
- G. The admin. asst./office staff will call the parents and the police will be notified.

**MISSING STUDENT DURING A DRILL**

- A. Teacher holds up their red card to signify a missing student to admin. or designee on the field area.
- B. Admin./designee checks with P.E., Music, or Sp. Ed. Teacher, nurse, and/or library clerk.
- C. All call on PA system.
- D. Admin. and designees follow B, C, and E from **Missing Student** (see directly above)
- E. If student is not found, authorities and parents will be notified.

**SCHOOL CLOSURE/STUDENT CHECK-OUT OFF CAMPUS**

ADMIN/DESIGNEE	TEACHER	OFFICE STAFF
-with Superintendent’s direction initiates procedure	-take students to designated areas: -TK-3rd gr. Sankey Park-3 <sup>rd</sup> St. and Webster St.as situation	-assist checking out students, -bring check out materials and set up check out stations:
-initiates sign-out process	dictates	
-monitors holding areas	TK-3 <sup>rd</sup> gr. -coordinates bus pick-up -supervise class until released by Admin./Designee -release student to parent/ person with authorization form.	-(See staffing and procedures below for on-campus checkout)

CUSTODIAN/CLASSIFIED/SUPPORT STAFF:  
-report to Admin./Designee

**SCHOOL CLOSURE/STUDENT CHECK-OUT ON CAMPUS**

- A. All students remain in classrooms (during recess or lunch recess, TK-3rd to their classrooms) Parents notified by office staff to pick up students.
- B. Parents pick up students at check-out area designated (in front of office or TBD site). Office personnel will have parents sign out their children (Parents or persons with name on emergency card or parent authorization).
- C. Runners will notify teachers to release students or teachers will be notified over phone intercom.

<u>Needed at Checkout Station</u>	<u>Check Out</u>	<u>Calling Parents</u>	<u>Runners/Calling classroom</u>
Table, chairs	Melissa Slocum	ToniAnn -AM	Yard Duty-Christina,
Emergency cards	Counselor	Rosemary	Cindy, Natalii
Sign-out sheets, pens	Jim	Carmen	Alyssa
		Abel -PM	

(\*\*Para’s for all three areas bet. 8:00-11:45)

**Crisis Response Plan regarding the Death of a Staff Member or Student**

In the case of the death of a student or member of the staff this plan will be implemented

at the discretion of the Principal and Superintendent. The plan could also be implemented or modified in the case that affect student/ staff performance such as a natural disaster, national crisis, assassination, or personal tragedy such as suicide.

### **Goals**

Reduce Fear Fear resides in the unknown, especially in cases of murder or suicide. Provide complete and accurate details concerning the death. This helps to elevate rumors.

Facilitate Grieving Grief is a necessary, normal response to a loss. It is part of the healing process. Allow and encourage expressions of grief in many forms.

Promote Education Help students learn ways of grieving. Teachers can model this and can teach students how to help each other in times of crisis.

### **Initial Actions to be Taken**

#### **Principal**

1. Receives initial report.
2. Verifies by calling family or the authorities.
3. Contacts superintendent, other principals, school leadership team, and possibly a family liaison.
4. Schedule an emergency staff meeting prior to the next school day.
5. Hires extra subs as needed.
6. Initiate phone tree and email staff to notify of event and staff meeting.
7. Other principals would decide if their staff members should be notified.

#### **District Staff**

1. Contacts outside support professionals such as social workers and counselors.
2. Contacts district support professionals such as counselors and nurses.

#### **Superintendent**

1. Helps write a statement for the media.
2. Helps write a statement for the staff to read to students and to use for parent inquiries.
3. Fact sheet for the teachers.

### **Actions to be Taken**

#### **Principal**

1. Identify room space for counseling or a quiet room.
2. Assign a staff member to monitor room.
3. Finalize plans for 1<sup>st</sup> day emergency staff meeting.
4. Begin a list of at risk students who will need extra attention.
  - a. Siblings
  - b. Best friends
  - c. Close Friends
  - d. Team members
  - e. Secondary Grief Reactions
    - i. Students who have suffered recent deaths or losses
    - ii. Potential suicidal students
    - iii. Students who generally have trouble coping with crisis
5. Designate a Building Crisis Consultant
6. Designate a Family Liaison

### **Emergency Staff Meeting – First Day**

#### **Principal**

1. State facts regarding the death as completely as possible and any information that is known about the funeral plans.
2. Allow staff expression of grief.
3. Outline plans for the day.
4. Classes and all related activities will follow normal schedule.
5. Teachers will read identical statements to their classes.
6. Describe availability of usual and extra support staff. Identify the location for individual and small group counseling. Support staff would have availability to come to classes as needed.
7. Explain that while a normal schedule is in place flexibility would need to be used to meet the needs of individual students.
8. Describe the roll of the support staff available including subs for teachers to take a break if necessary.
9. Any and all questions from the media should be redirected to the Media Liaison.
10. Hold an end of the day staff meeting to debrief, update and make further plans.

#### **Teachers**

1. Present facts, dispel rumors, de-glorify death.
2. Teachers should briefly express their feelings to model appropriate response to grief.
3. Encourage students to help each other.
4. Postpone test if necessary.

5. Report the names of students who seem especially upset.

### **Building Crisis Consultant**

This person will be designated at the initial staff meeting and will take care of the following.

1. Address staff concerning the kinds of grief reactions that can be expected at this age level and under the circumstances of this type of death.
2. Suggests do's and don'ts as to how staff should respond.
3. Review characteristics of high-risk students and of grief reactions that require immediate intervention.

### **DURING THE FIRST DAY**

1. Support team meets with students and staff who seek help and initiate contact with those identified as being at risk.
2. Office staff operates as an information center, maintaining updated information, responding to parent inquiries.
3. Principal drafts a letter to go home to parents at the end of the 1<sup>st</sup> day stating the facts, services that the school is providing, encouraging parents to discuss the death with their children and to inform the school if children are showing excessive reactions.
4. Media Liaison meets with radio, television and newspaper.
5. Family liaison meets with the family.
6. Make available numerous brochures on grieving.
7. Allow staff to share experiences of the day – what went well, what did not. Suggestions for day 2.
8. Identify all students / staff of great concern. Contact parents of the students.

### **2<sup>ND</sup> DAY OF CLASSES**

1. Extra support staff available to meet with students and staff especially those considered "At Risk".
2. Family liaison visits family to see if they need anything and to finalize plans for students attending or participating in funeral services. Liaison will update family on school activities.
3. Principal shares updated information with staff as appropriate.
4. Teachers may begin talking about the life of the student rather than the death: Why his/her life was important, contributions to the school, how he / she will be remembered, ways to help the family of the deceased (cards, notes).

5. Students may still be confused. Students may exhibit not as much disbelief, more sorrow, more interest in funeral arrangements and memorials.

#### **AFTER SCHOOL STAFF MEETING**

1. Share the day's experiences.
2. Counselor to report on at-risk students.
3. Report on family by liaison.
4. Report and discussion about funeral / memorial arrangements.
5. Clergy may also be present to comment.

#### **DAY OF FUNERAL**

Staff and students should be allowed to attend funeral if they so choose. Following the funeral there should be an opportunity for staff and students to share feelings before returning to classes. It may be helpful to have counselors and clergy present. Those not attending should have a regular school day, but with extra opportunities for discussion in classes as necessary.

#### **EVENING PARENT/ STUDENT/ COMMUNITY**

The principal reports on how things are going in the school; what actions are being taken, support systems that are being offered, plans for further action. Counselor or Crisis Consultant describes the normal grieving process and offer suggestions to parents in helping their children.

#### **CRISIS CONSULTANT**

An outside expert to be present and visible at school during a crisis, helping to give the impression that the situation is under control.

1. Reviews and makes recommendations concerning the crisis plan before a crisis.
2. Attends a crisis meeting
3. Attends and presents information and suggestions at staff meetings.
4. In conjunction with the principal helps to conduct the parent / student / community meetings.

#### **PUBLIC INFORMATION OFFICER (PIO)**

Acts as the liaison between the district, the media and the public. The PIO must be

aware of all incident response activities and is the only person authorized to speak to the media.

### **FAMILY LIAISON**

The official school intermediary with the family. The family liaison would contact or preferably visit the family as soon as possible to gather detailed, accurate information about the death and any plans for the funeral and memorial services. The family liaison listens to the family, gives support and offers any help the school can provide. The family liaison may be able to provide information or answer questions about decisions the family will be faced with, funeral arrangements, student participation in the service, etc. The family liaison would remain in contact with the family throughout the crisis, but also for months afterwards. The family liaison would also maintain contact with the funeral director / clergy concerning the funeral director concerning student attendance and participation in the services.

### **ADDITIONAL NOTES**

While this plan can be followed in all tragic events each situation has important differences.

1. Violent deaths (murder, accident, suicide): Cause more anger as a reaction than do non-violent deaths. In cases of murder, issues are all rekindled at each new step (investigation, arrest, and trial).
2. Suicide: Family may want to withhold information. School must respect this, while being as factual and frank with students as possible. While suicide is generally more traumatic than other types of death in school, the school response plan should be generally the same as for any other death.
3. Death by traumatic illness: the grieving process can begin well before death occurs. We do anticipate and feel the loss beforehand and feel guilty about this reaction. Friends may need extra help even before the death occurs. Anticipatory grieving does not replace grieving at the time of death that will also occur.

**Please follow link to Board Policies which will include related legal references.**

**Child Abuse Reporting Procedures**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839368/>

**Disaster Procedures**

<http://www.gamutonline.net/district/colusausd/displayPolicy/838988/>

**Policies regarding Suspension, Expulsion and Mandatory Expulsion**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/971166/>

**Procedures to Notify Teachers of Dangerous Pupils**

At Burchfield each teacher receives notice from the Principal when there are students who need to be identified as dangerous or potentially violent. Records are kept on these students on the Student Data System. Staff is aware of the information and it is available for review.

**Sexual Harassment**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/839111/>

**School-wide dress code related to gang related apparel**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839344/>

**Safe Routes to School**

The community has work with the schools to identify dangerous access points. Improvements have been made to stop lights, sidewalks and signage. Recent school upgrades have included ADA approved ramps and sidewalks on campus.

**Policy to provide a safe and orderly environment conducive to learning**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/838983/>

**Rules and procedures on school discipline**

<http://www.gamutonline.net/district/colusausd/displayPolicy/971166/>

**DISTRICT DISCIPLINE PLAN**

**II. DISCIPLINE PURSUANT TO THE EDUCATION CODE**

- (ISS = In School Suspension /OSS = Out of School Suspension)
- \*= MANDATORY EXPELLABLE OFFENSES

ED CODE	OFFENSE	DISCIPLINARY ACTION: 1st OFFENSE	DISCIPLINARY ACTION: 2nd OFFENSE	DISCIPLINARY ACTION: ADDITIONAL OFFENSE
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Colusa Unified School District Emergency  
Operations Plan

§48900 (c)	<b><u>Alcohol:</u></b> Unlawfully possessed, used, or been under the influence of an alcoholic beverage or an intoxicant of any kind.	1-5 day OSS;  Required parent conference; police notification.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.	Cumulative 4 yrs.
*§48900 (d)	<b><u>Alcohol/Drug Sale:</u></b> Unlawfully offered, arranged, or negotiated to sell any controlled substance, 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.	5 day OSS; Mandatory recommendation for expulsion; required parent conference; police notification required.		
*§48900 (a) §48900.3 §48900.4 §48915(a)(1) §48915 (a)(5)	<b><u>Assault/Battery:</u></b>  Caused, attempted to cause, or threatened to cause physical injury to another person.  Causing serious physical injury, Assault or battery.	1-5 day ISS/OSS; required parent conference.  5 day OSS; required parent conference; mandatory recommendation for expulsion; mandatory police report.	1-5 day ISS/OSS; required parent conference; referral to appropriate program or recommendation for expulsion; police notification required.	1-5 day OSS; required parent conference; recommendation for expulsion; police notification required.
*§48915 (c)(2)	<b><u>Brandishing a Knife:</u></b> Brandishing a knife at another person.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
§48900 (r)	<b><u>Bullying/Cyberbullying:</u></b> Any electronic act by a pupil or group of pupils engaging in sexual harassment, hate violence, harassment, threats, or intimidation. This does include a post on a social network Internet Web site.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible expulsion recommendation for expulsion.
§48900 (b) *§48915 (c)	<b><u>Dangerous Objects:</u></b> Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
*§48900 (k)	<b><u>Disruption/Defiance:</u></b>	3 documented warnings (including parent notification, detentions,	1-5 day ISS/OSS or alternative means of correction; required	1-5 ISS/OSS; required parent conference; referral to

Colusa Unified School District Emergency  
Operations Plan

	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.	referrals, extended day).	parent conference; referral to appropriate program.	appropriate program. Repeated violations or actions resulting in serious injury may lead to recommendation for expulsion.
§48900 (j)	<b>Drug Paraphernalia Sale:</b> Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	5 ISS/OSS; required parent conference; recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; recommendation for expulsion; police notification required.	Cumulative 4 yrs.
*§48900 (c) §48900 (j) §48915 (a)(3)	<b>Drugs:</b> Unlawfully possessed or under the influence of any controlled substance.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required.	Cumulative 4 yrs.
§48900 (a)	<b>Fighting/Physical Contact:</b> Inappropriate physical contact, pushing shoving.	1-5 day ISS/OSS or alternative means of correction; required parent notification.	1-5 day ISS/OSS; required parent conference.	1-5 day OSS; required parent conference.
§48900.4	<b>Harassment:</b> Intentional engagement in acts of harassment, threats or intimidation.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible recommendation for expulsion.
§48900.3	<b>Hate Violence:</b> Caused or attempted to cause threatened to cause, or participated in any act of hate violence.	5 day OSS; required parent conference; possible recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion.
§48900 (m)	<b>Imitation Firearm:</b> Possessed an imitation firearm "Imitation" means a replica of a weapon that is so substantially similar in physical properties to an existing weapon as to lead a reasonable person to conclude that	1-5 day ISS/OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.

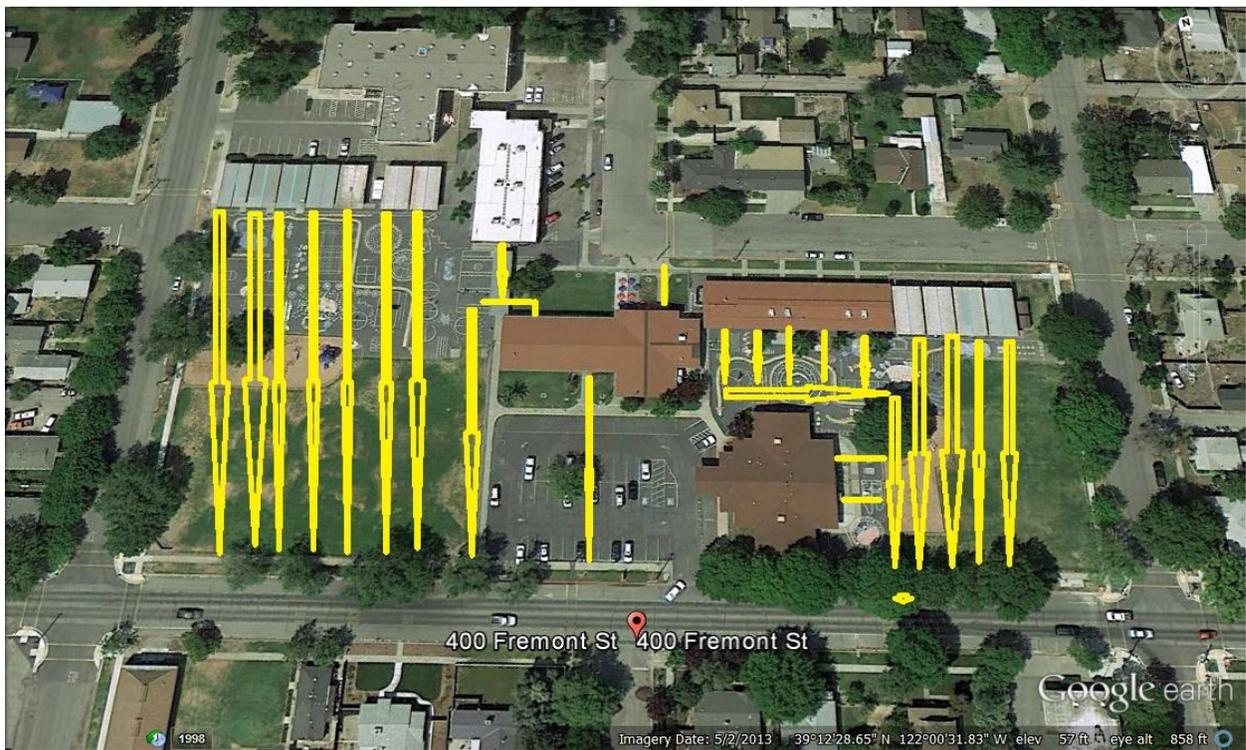
Colusa Unified School District Emergency  
Operations Plan

	the replica is a firearm.			
§48900 (i)	<b><u>Profanity:</u></b> Committed an obscene act or engaged in habitual profanity or vulgarity.	1-3 day ISS/OSS or alternative means of correction.	1-5 days ISS/OSS; required parent conference.	1-5 days ISS/OSS; required parent conference.
*§48900 (e)(g)(l) §48915(a)(4)	<b><u>Robbery:</u></b> Committing or attempting to commit a robbery or extortion.  (Stealing of money or property from an individual by force or threat.)	1-5 day ISS/OSS; required parent conference; mandatory recommendation for expulsion; possible police notification required. Possible restitution.	1-5 day OSS; required parent conference; police notification required. Restitution.	5 day OSS; required parent conference; mandatory recommendation for expulsion. Referral to appropriate program. Mandatory police report. Restitution.
*§48900 (n) *§48915 (a)(5)	<b><u>Sexual Assault/Battery:</u></b> Committing or attempting to commit a sexual assault or sexual battery.	5 day OSS; required parent conference; mandatory expulsion; mandatory police report.		
§48900.2 §48900 (n)	<b><u>Sexual Harassment:</u></b> Sexual harassment. See also Board Policy 5145.7.	1-5 day ISS/OSS; required parent conference.	3-5 day OSS; required parent conference; possible recommendation for expulsion.	3-5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (g)	<b><u>Theft:</u></b> Stealing or attempting to steal school property or private property.  (Taking another's property dishonestly or in a secret manner.)	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	5 day OSS. Possible recommendation for expulsion depending on circumstances and value of property. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> may lead to recommendation for expulsion.
§48900 (h) §48901	<b><u>Tobacco:</u></b> Possessed or used tobacco, or any products containing tobacco or nicotine products. (Cumulative 2 years.)	1 day ISS/OSS; parent notification	2-3 day ISS/OSS; required parent conference; referral to appropriate program.	5 OSS; required parent conference; referral to appropriate program; behavioral contract and/or alternative placement.

Colusa Unified School District Emergency  
Operations Plan

§48900 (f)	<p><b><u>Vandalism:</u></b></p> <p>Caused or attempted to cause damage to school property or private property.</p>	<p>Dependent upon seriousness of offense; 1-5 day ISS/OSS and may result in a recommendation for expulsion; required parent conference possible police and/or Fire Marshall report. Restitution, cleaning.</p>	<p>Dependent upon seriousness of offense; 1-5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.</p>	<p>5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.</p>
§48900 (o)	<p><b><u>Witness/Harassment:</u></b> Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being or witness or retaliation.</p>	<p>Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.</p>	<p>1-5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.</p>	<p>5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.</p>

# Burchfield Primary School Evacuation Map



## Appendix E Egling Middle School CSSP

[\(Return to Table of Contents\)](#)

### COMPREHENSIVE SCHOOL SAFETY PLAN

Egling Middle School  
813 Webster Street  
Colusa, CA 95932  
530.458.7631

March 2017

Table of Contents

- I. Purpose
- II. Scope
- III. Elements and Requirements of the Plan
- IV. Steps in the Safe school Planning Process
- V. Site Council or School Safety Planning Committee Members
- VI. Current Status of School Crime Committed on School Campus and at School Related Functions
- VII. Safe School Model and Developing an Action Plan
- VIII. Crisis Response Plan
- IX. Appendices
  - 2. Strategies and Programs that will Provide and Maintain a High Level of School Safety
    - j. Child Abuse Reporting Procedures
    - k. Disaster Procedures
    - l. Policies Regarding Suspension, Expulsion and Mandatory Expulsion Pursuant to (Ed Code 48900-48925)
    - m. Procedures to Notify Teachers of Dangerous Pupils (Ed Code 49079)
    - n. Sexual Harassment Policy (Ed Code 212.6(b))
    - o. School-wide Dress Code Relating to Gang- Related Apparel (Ed Code 35183)
    - p. Procedures for Safe Ingress and Egress to and from School
    - q. Policy to Provide a Safe and Orderly Environment Conducive to Learning.
    - r. Rules and Procedures on School Discipline (Ed Code 35291-35291.5)

## **Comprehensive School Safety Plan**

**I. Purpose**

This plan has been developed to comply with Senate Bill 187 (Hughes), Comprehensive School Safety Plan Act, (Ed Code 35294.1-35294.9).

**II. Scope**

This plan covers Egling Middle School grades 4<sup>th</sup> – 8<sup>th</sup>.

**Colusa Unified School District Mission Statement**

The Mission of CUSD is to provide a safe, student-centered, high quality education to ALL students

**Colusa Unified School District Vision Statement**

To provide, in cooperation with our families, an excellent, well-balanced education where students gain skills necessary for success in an ever-changing world.

**III. Elements and Requirements of the Comprehensive School Safety Plan**

The Comprehensive School Safety Plan Act requires that the Plan includes, but not necessarily limited to:

4. Assessing the current status of school crime committed on the school campus and at school functions
5. Identifying appropriate strategies and programs that will maintain a high level of school safety.
6. Address the school's procedures for complying with the existing laws related to school safety.

Plan Approval

Each school is responsible for the development of a Comprehensive School Safety Plan which is evaluated and amended by the school Site Council or School Safety Committee annually. The Plan is then to be forwarded to the School District Board for approval.

Public Hearings

Prior to adopting the Plan, the school Site Council or the School Safety Committee is required to hold a public hearing to allow the members of the public to express an opinion about the school safety plan. All safety related materials must be kept up to date, on file and available at the Colusa Unified School District Office and at Egling Middle School office for inspection by the public. Due to small school exemptions that exist, the District may develop a district-wide school safety plan that applies to each school in the District.

It is in the intent of the regulation that schools use existing resources to develop the Plan. The schools will use materials and services from the School Safety Partnership, pursuant to Ed Code, Section 32260.

**IV. Steps in the Safe Schools Planning Process**

A seven step planning process has been used to guide the school safety-planning committee in addressing the components of the safe school model. The steps are as follows:

8. Identify your safe school planning committee members
9. Create a mission statement or vision for your school
10. Gather and analyze information about your school and its community

11. Identify your school and community areas of desired change
12. Set major goals which are located in the action plan
13. Select and implement strategies for each safe school component located in the action plan
14. Evaluate and assess progress.

**V. School Safety Planning Committee**

The school safety planning committee is responsible for developing the Comprehensive School Safety Plan. The committee has consulted with law enforcement in the development of this plan. The committee is comprised of the following:

Principal or the Principal's designee

Three Certificated Teachers

One Classified Employee

Three Parents

One Fire Department Employee

One Special Education Teacher

**VI. Current Status of School Crime Committed on School Campus and at School Related Functions**

The school has used several methods of gathering information on school crime on campus and at school related functions. The resources listed were used, but not limited to:

- ARIES Reports
- Staff, Student and Parent Surveys
- School Crime Report Statistics
- Truancy Data
- Accident Reports from the School Nurse
- Vandalism Reports and Work orders to repair vandalism
- Community Juvenile Crime Statistics

The resources were used to assist the school in gathering information about the school and its community. The information has been used to identify the school and community desired areas of change. The information also assisted in developing goals and strategies. These goals have been listed in the action plan.

**VII. The Action Plan consists of four components. The four components interact and affect the safety of the entire campus. In the action plan each component lists a safe school element and a planning strategy and goal.**

- Component 1 – Personal Characteristics of Students and Staff
- Component 2 – The Schools Physical Environment
- Component 3 – The Schools Social Environment
- Component 4 – The Schools Cultural Environment

The following action plan has been developed for each of four components.

### Component 1

## Personal Characteristics of Students and Staff

### **Ethnic / Cultural Diversity of Students**

The backgrounds of all students will be acknowledged, respected and incorporated into all phases of the school curriculum and activities whenever possible.

### **Life Experiences of Students and Staff**

Community support services will be utilized to provide essential needs such as food, clothing, shelter, protective services, school supplies, support services, behavior health services, and welfare checks. Tutoring services are provided in a variety of ways including Egling's After School Program, Migrant Education, and Native American Council.

Positive community role models, people who have overcome life's adversities, cultural role models, student and staff will be asked to share their talents with our schools.

In conjunction with our District Attorney's Office all students are provided with internet safety training for students in grades 4<sup>th</sup> through 8<sup>th</sup>. The Colusa Probation Department facilitates our 7th and 8th grade Girls' Circle and Boys' Council.

### **Staff Expertise / Diversity**

Staff members with diversified expertise will be recruited to work effectively with students.

### **Physical Health and Concerns**

Educational programs will include nutrition, alcohol and other drug-use prevention issues. We will coordinate community health services for prevention and intervention programs for students. The Sheriff's Department provides the Drug Awareness and Resistance Education program for our 5<sup>th</sup> grade students. The Colusa County office of Education provides the Students Working Against Tobacco

for our 4<sup>th</sup> grade students.

## Component 2

# The Schools Physical Environment

### School Location

Egling is located near high traffic areas. Egling has a fenced campus that is locked during business hours. Large School Zone signs have been installed on 10<sup>th</sup> street and on Fremont Street. Flashing crosswalk signals have been installed on two crosswalks in front of the school. Safe Routes to School funding has been used to improve sidewalks and traffic signals near the school.

### School Grounds

Egling's campus has undergone recent upgrades including interior and exterior lighting, new asphalt playgrounds, trip hazards removed, ADA compliant sidewalks and access points and Ada compliant restrooms.

Physical conditions that lead to accidental harm will be corrected promptly. Grounds will be kept graffiti free and well maintained.

### School buildings and Classrooms

Building will be well maintained and attractive, have easy access for all students and staff, be free of physical hazards, and designed to prevent criminal activities.

### Internal Security Procedures

Vandalism policies are in place at Egling. The school and community will continue to collaborate on crime prevention efforts. New exterior lighting and new locking door handles have been installed.

The local police department's vigilance will be a deterrent to vandalism and crime.

A crisis response plan identifies the standard response protocol for emergencies such as fire, earthquake, bomb threat, chemical spills, and dangerous strangers on campus or in the vicinity of the school. It also includes procedures for missing students, school closure, and student check out. There is a protocol for the death

of student or a staff member. The district emergency response manual includes the incident command protocol and logistics.

### **Component 3**

## **The School's Social Environment**

### **Leadership**

The Principal and site management team will provide strong leadership, establish a positive tone, will emphasize the importance of positive staff attitudes, will model and demonstrate responsiveness, consideration, sensitivity, and respect.

### **School Site Management**

Students, parents, certificated and classified staff, and representatives from the community including but not limited to law enforcement, and businesses will participate in goal setting decision making at the school level whenever appropriate.

### **Classroom Organization and Structure**

Classroom conditions will provide an orderly learning environment, enhance the learning experience and promote positive interactions among staff and students. Topics presented will include responsible citizenship, appreciation of cultural diversity, self-esteem, anger management, emotional development, social expectations, goal setting and effective communication and relationships.

### **Discipline**

Consequences for violating behavior and academic expectations will be communicated to staff, students and parents. Discipline will be fair and developmentally appropriate. The discipline process will be aimed at changes in behavior and attitude. Staff members will respond fairly and consistently to violation. Parents will be notified of violations.

### **Participation and Involvement**

Partnerships will be purposefully facilitated between students, teachers, parents, community members, police and fire departments, health and welfare agencies, probation, for the purpose of planning, training workshops and other safe school planning and activities, whenever appropriate.

#### Component 4

## The School's Culture

### **Affiliation and Bonding**

Students and staff will feel physically and emotionally secure from physical and verbal attacks. All stake holders will feel comfortable to share with unwanted events with administration.

A sense of community will be fostered so that all members of the school community can feel pride in their school and feel that they are important members of the school. A caring spirit will be fostered by all so that concern will be shown for others and all will accept ownership of the conditions and events that happen at school.

### **Behavioral Expectations**

Behavioral expectations will be identified, clearly stated verbally and written communication will be sent to families. Adults will model respectful, positive behaviors when dealing with students and with each other.

The members of the school community will model high moral standards, send positive messages to students and expect the best effort and performance from everyone.

### **Academic Expectation**

Clear and positive academic expectations will be communicated. Gradebooks will be kept up to date and families will have access to online grade reporting. Athletic and extra-curricular activities for students will be encouraged, but a balance with academic standards will be the expectation.

### **Support and Recognition**

Constructive, positive behavior will be given appropriate recognition. Positive behavior will be rewarded and acknowledged frequently and publically when appropriate.

**In an  
Emergency  
Say it twice. Say it**

# twice.



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

<b>Standard Response Protocol – Public Address Protocol</b>	
<b>Animal Outside</b>	<b>Lockout! Secure the Perimeter</b>
<b>Bomb</b>	<b>Evacuate to Community Theater Shelter for Bomb! Drop, Cover and Hold!</b>
<b>Earthquake</b>	<b>Shelter for Earthquake! Drop, Cover and Hold!</b>

Fire Inside	Evacuate to Play Fields
Fire Outside	Shelter in Silence
Chemical Spill	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Kidnapping	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to Library Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



**DRAFT Public Address Protocol | Version 0.9.1 | 09/03/2009 | Revised:09/21/2009 | John-Michael Keyes [jk@iloveguys.org](mailto:jk@iloveguys.org) | <http://iloveguys.org>**  
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# Crisis Response Plan

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced monthly. The staff participates in Standard Response Protocol emergency scenarios in order to maintain decision-making and communication procedures for a given emergency.

## FIRE ALARM

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: EVACUATE, EVACUATE

##### ADMIN/DESIGNEE

- initial signal
- call 911
- supervise evacuation
- handle any follow-up emergency needs
- signals all clear

##### TEACHER

- bring roll book and keys
- do not lock doors, post all
- clear sign on door
- lead students to designated area
- take attendance
- runner notifies admin. assist. at middle goal post of unaccounted students

##### OFFICE STAFF

- admin. assist:
- records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists

##### CUSTODIANS

- report to admin. for further direction

##### OTHER CLASSIFIED

- report other to admin. for further directions

The signal for a fire drill will consist of a verbal announcement, strobe lights and horns lasting for several minutes and continuing until system is shut off. Fire drills will be conducted monthly.

#### **Exit Routines:**

Please follow the exit routes shown on the attached map of the campus. (Make sure map is posted by exit door).

Procedure:

- All pupils shall stop work immediately and prepare to evacuate the room.
- All pupils should not take any wraps, books, flags or personal belongings with them during fire drill.
- All school personal and visitors must leave the building, regardless of their activities.
- There shall be no talking during the drill.
- There shall be no running or pushing allowed during the drill, but move quickly.

**During Lunch:** Teachers go to football field with roll books to assemble their class (7<sup>th</sup>-8<sup>th</sup> Homeroom). All students are led to the football field to meet with their teachers.

**Passing Period and Recess:** During 7<sup>th</sup>-8<sup>th</sup> passing period and recess students assemble on the football field to meet with Homeroom teachers.

## EARTHQUAKE

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: SHELTER - EVACUATE

##### ADMIN/DESIGNEE

- initial signal
- call 911
- supervise evacuation
- handle any follow-up
- emergency needs
- signals all clear
- office Nextel

##### TEACHER

- bring roll books and keys
- do not lock doors; post all
- clear sign on door
- lead students to designated area
- take attendance
- runner notifies admin. assist. at
- goal post of unaccounted students

##### OFFICE STAFF

- admin. assist
- records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists.

**CUSTODIANS**

-report to admin. for further direction

**OTHER CLASSIFIED**

-report to admin. for further directions

Order students to drop, hold, and cover at the first sign of a quake. Do not wait for a bell.

**EVACUATE:**

- A. After the initial shock, evacuate the building according to Fire Drill Procedure.
- B. There will be no bell.
- C. If an aftershock should occur during the evacuation process, order students to drop and cover.
- D. Teachers make sure to take roll and keys.
- E. Head Custodian turns off power and gas.

Take your class directly to the assembly area, using the safest path available. Avoid overhangs, power lines, and anything that may fall on your students during transit.

**ASSEMBLY FIELD:**

Assemble your class as a unit (refer to the map). Do not release any students. Take roll immediately. Send a list of any missing or injured students to the Goal Posts; include possible locations of missing or injured students.

**ASSEMBLY:**

If an earthquake should occur during an assembly, order your students to drop and cover. After the initial shock, escort students outside using the nearest functional exit. Direct them to assemble on the field. Remind students not to leave school. All teachers should proceed to their assigned locations. Follow steps under “Assembly Field” and “Release of Students.”

**LUNCH:**

If an earthquake should occur during lunch, the duty teachers must order the students to duck and cover. The duty teachers must instruct the student body to report to their teachers (4-6) or Homeroom (7-8) on the assembly field (Football Field). All teachers must report to the assembly field. All teachers must report to the assembly field and follow steps under “Assembly Field” and “Release of Students.”

**PASSING PERIOD:**

If an earthquake should occur during a passing period, students and faculty should duck and cover. After the initial shock, students and faculty must proceed to the assembly field. Students must locate and report to their teacher (4-6) or Homeroom.

**RELEASE OF STUDENTS:**

Students will be released to parents at student check-out area.

**DROP DRILL:**

Each teacher is responsible for the safety of their students. Drop drills should be conducted in each class. Instruct the students to duck under their desk, assume a position on their knees using one arm and hand to protect the neck/spinal area and the other arm and hand to secure the desk’s position.

\*Roll books should be taken to the assembly.

## **CHEMICAL SPILL**

### **STANDARD RESPONSE PROTOCOL (SRP)**

#### **SIGNAL: LOCKDOWN OR EVACUATE**

**ADMIN/DESIGNEE**

-Determines course of action and notifies teachers  
-call emergency services for direction

**TEACHER**

-keep student inside  
-close doors/windows  
-continue class activities  
-wait for all clear sound

**OFFICE STAFF**

-shut doors/windows  
-check with admin for phone statement

**CUSTODIANS**

-shut off power as directed by admin.  
-report to admin. for further direction

**OTHER CLASSIFIED**

-report to admin for further direction

**A. Should a spill occur within a classroom: EVACUATE**

1. Evacuate according to Fire Drill Procedure.
2. Notify office via a runner or phone.
3. Classroom teacher will be instructed by the administration as to what procedures to follow.

**B. Should a spill occur within the vicinity of Egling Middle School: LOCKDOWN OR EVACUATE**

1. 911 will be called.
2. Remain in your classroom unless ordered by the administration to evacuate.
3. Close all windows and doors (Custodians turn off all outside air intake vents or fans).
4. The custodian will shut down the main power system for the entire school after directed by Admin/Desig.
5. Leave your building **only when told to do so**, as directed by the principal or designee.

**BOMB THREAT  
STANDARD RESPONSE PROTOCOL (SRP)  
SIGNAL: EVACUATE**

Procedures for bomb threat are as follows:

If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible.
- **DO NOT HANG UP, even if the caller does.**
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.

**Ask the caller:**

Where is the bomb located? \_\_\_\_\_

When will it go off? \_\_\_\_\_

What does it look like? \_\_\_\_\_

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

What will make it explode? \_\_\_\_\_

Did you place the bomb yourself? \_\_\_\_\_

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

Colusa Unified School District Emergency  
Operations Plan

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

Estimate the caller's age:

Is the voice familiar? \_\_\_\_\_

If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself **ON A DIFFERENT PHONE LINE**.

If your phone has a display, copy the number and/or letters on the window display.

Write down as much detail as you can remember. Try to get exact words. If you have a recording device available, use it. Complete the Bomb Threat Checklist below immediately. Circle all that apply:

**Caller's Voice**

**Background Sounds:**

**Threat Language:**

Accent

Animal Noises

Incoherent

Angry

House Noises

Message read

Calm

Kitchen Noises

Taped

Clearing throat

Street Noises

Irrational

Coughing

Booth

Profane

Cracking voice

PA system

Well-spoken

Crying

Conversation

Deep

Music

Deep breathing

Motor

Disguised

Clear

Distinct

Static

Excited

Office machinery

Female

Factory machinery

Laughter

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Operations Plan

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Lisp

Loud

Male

Other Voice Characteristics:
------------------------------

Nasal

Normal

Ragged

Rapid

Raspy

Slow

Slurred

Soft

Stutter

2. Administrator in charge will call 911 or 458-7777 and reports a bomb threat has been received.
3. Administrator in charge will announce Evacuate or Shelter as appropriate.

ADMIN/DESIGNEE

-initiate signal to evacuate  
-call 911  
-supervise evacuation  
-establish command to determine next steps

TEACHER

-evacuate class  
**bring:**  
-roll book  
-keys  
-personal belongings  
-post all clear sign  
-lead students to designated area  
-take attendance  
-runner notifies admin. assist. at middle goal post of unaccounted students  
-remain with class pending further direction

OFFICE STAFF

-same as fire drill

CUSTODIANS

Report to admin/designee for further directions

OTHER CLASSIFIED

-report to admin. for further directions

(Administrator-in-charge may need to make changes in these procedures according to circumstances)

A. Procedure followed:

1. Administrator or designee rings fire alarm (secretaries take out Rolodex & emergency cards).
2. Administrators and secretaries meet at designated evacuation site (Community Theater).
3. Teachers bring out materials to occupy students.

B. Administrator or designee calls 911 to notify authorities, and superintendent.

C. After teachers have students out of building and lined up at their evacuation sites, the administrator

designates a staff member to notify classes to move to:

1. 4<sup>th</sup>-6<sup>th</sup> grade classes to go to auditorium (Community Theatre).

Colusa Unified School District Emergency  
Operations Plan

2. 7<sup>th</sup>-8<sup>th</sup> grade classes go to Will S. Green Park (District Office hallway if raining).

D. If parents pick up a student without following proper procedure, it is an unexcused absence (unless school is officially closed). Parents must check students out at check-out area.

E. Administrator determines if parents are to be called to pick up their children. If so, refer to School Closure Procedures.

F. If parents must be called:

1. Secretaries and any other volunteers go to District Office to call parents.
2. Parents notified on phone where to pick up students.

**DANGEROUS PERSON  
STANDARD RESPONSE PROTOCOL (SRP)**

SIGNAL: LOCKDOWN

ADMIN/DESIG	TEACHER	OFFICE STAFF	CUSTODIANS
-initiate signal -call 911 and share all known info. -prepare phone statement from Superintendent for parents/public officials -get direction and give to office staff	-stay in room -turn off lights -pull curtains -lock doors if it can be done safely -report unaccounted students to office (intercom)**Depending on the situation -students sit on the floor away from Doors/windows -keep students quiet -push furniture against doors as a Barricade OR -evacuate - fight back	-secure office -prepare to answer calls with statement	-report to admin/ designee for further directions   SUPPORT STAFF/OTHER CLASSIFIED -remain in your location and wait for further instructions

**DANGEROUS STRANGER ON CAMPUS/CRIME IN PROGRESS IN VICINITY OF SCHOOL**

**STANDARD RESPONSE PROTOCOL (SRP)**

SIGNAL: LOCKDOWN

A. THE SIGNAL is LOCKOUT.

B. PLAYGROUND- when the dangerous stranger alarm sounds, depending on the situation students on the playground need to sit down immediately on the ground or evacuate the area.

C. LUNCHROOM- (Computer lab/library or other room besides their classroom)

\*\*Depending on the situation students are to sit on floor, keep students quiet OR evacuate the area.

**FLOOD**

A. Immediate Danger to (District Office)

1. Students evacuate to District Office 2<sup>nd</sup> floor using Bomb Threat Procedure
2. Flood Threat (Close School Procedure)

## MISSING STUDENT

- A. When a child is reported missing, the person receiving the call must notify the principal or assistant principal.
- B. Note the time of the report and get a description of what the child was wearing.
- C. Call all of the pull-out program instructors (Special Ed, ELD, Labs, Music, Peer Counseling, P.E., Early Dismissal, etc.) to be sure the student is not with them.
- D. Check the playground and restrooms to be sure the student is not on campus.
- E. The principal or assistant principal may drive around the school area and check local businesses.
- F. The secretary will call the parents and the police will be notified.

## MISSING STUDENT DURING A DRILL

- A. Runner notifies secretary.
- B. Secretary notifies Administrator or Designee.
- C. Administrator/Designee assigns staff member to confirm absence and report back.
- D. If student not found, authorities and parents notified.

## SCHOOL CLOSURE/STUDENT CHECK-OUT OFF CAMPUS

ADMIN/DESIGNEE	TEACHER	OFFICE STAFF
-with Superintendent's direction initiates procedure	-take students to designated areas: -4 <sup>th</sup> -6 <sup>th</sup> Community Theatre	-assist checking out students, -bring check out materials and set up station:
-initiates sign-out process	-7 <sup>th</sup> -8 <sup>th</sup> Park or District Office	-4 <sup>th</sup> -6 <sup>th</sup> (Auditorium Steps)
-coordinates bus pick	-up hallway if raining	-7 <sup>th</sup> -8 <sup>th</sup> (Will S. Green Park by Scout Cabin or back or entrance to District Office)
-monitors holding areas	-supervise class until released by Admin./Designee	-(See staffing and procedures below for on-campus checkout)
	-release student to parent person with authorization form.	

### CUSTODIAN/CLASSIFIED:

- report to Admin./Designee

A. All students remain in classrooms (during recess or lunch recess, 4<sup>th</sup>-6<sup>th</sup> to their classroom, 7<sup>th</sup>-8<sup>th</sup> homeroom classroom).

Parents notified by office staff to pick up students.

B. Parents pick up students at check-out area designated (in front of office or cafeteria/gym). Office personnel will have parents sign out their children (Parents or persons with name on emergency card or parent authorization).

C. Runners will notify teachers to release students or teachers will be notified over intercom.

### Needed at Checkout Station

Table, chairs  
Student Lists

### Check Out

Paraeducator  
Elia  
Sally  
Cuca

### Calling

Stephanie AM  
Barbara  
Teissa  
Paige

### Runners

Noon Duty  
Sue  
Yard Duty

### **Crisis Response Plan regarding the Death of a Staff Member or Student**

In the case of the death of a student or member of the staff this plan will be implemented at the discretion of the Principal and Superintendent. The plan could also be implemented or modified in the case that effect student/ staff performance such as a natural disaster, national crisis, assassination or personal tragedy such as suicide.

#### **Goals**

Reduce Fear Fear resides in the unknown, especially in cases of murder or suicide. Provide complete and accurate details concerning the death. This helps to elevate rumors.

Facilitate Grieving Grief is a necessary, normal response to a loss. It is part of the healing process. Allow and encourage expressions of grief in many forms.

Promote Education Help students learn ways of grieving. Teachers can model this and can teach students how to help each other in times of crisis.

#### **Initial Actions to be Taken**

##### **Principal**

8. Receives initial report.
9. Verifies by calling family or the authorities.
10. Contacts superintendent, other principals, school leadership team, and possibly a family liaison.
11. Schedule an emergency staff meeting prior to the next school day.
12. Hires extra subs as needed.
13. Initiate phone tree to and email staff to notify of event and staff meeting.
14. Other principals would decide if their staff members should be notified.

##### **District Staff**

3. Contacts outside support professionals such as social workers and counselors.
4. Contacts district support professionals such as counselors and nurses.

##### **Superintendent**

4. Helps write a statement for the media.

5. Helps write a statement for the staff to read to students and to use for parent inquiries.
6. Fact sheet for the teachers.

**Actions to be Taken**

**Principal**

7. Identify room space for counseling or a quiet room.
8. Assign a staff member to monitor room.
9. Finalize plans for 1<sup>st</sup> day emergency staff meeting.
10. Begin a list of at risk students who will need extra attention.
  - a. Siblings
  - b. Best friends
  - c. Close Friends
  - d. Team members
  - e. Secondary Grief Reactions
    - i. Students who have suffered recent deaths or losses
    - ii. Potential suicidal students
    - iii. Students who generally have trouble coping with crisis
11. Designate a Building Crisis Consultant
12. Designate a Family Liaison

**Emergency Staff Meeting – First Day**

**Principal**

11. State facts regarding the death as completely as possible and any information that is known about the funeral plans.
12. Allow staff expression of grief.
13. Outline plans for the day.
14. Classes and all related activities will follow normal schedule. It may be necessary to extend homeroom to process with students.
15. During homeroom principal will read a statement over the PA and/or teachers will read identical statements to their homeroom classes.
16. Describe availability of usual and extra support staff. Identify the location for individual and small group counseling. Support staff would have availability to come to classes as needed.
17. Explain that while a normal schedule is in place flexibility would need to be used to meet the needs of individual students.
18. Describe the roll of the support staff available including subs for teachers to take a break if necessary.
19. Any and all questions from the media should be redirected to the Media Liaison.
20. Hold an end of the day staff meeting to debrief, update and make further plans.

### **Teachers**

6. Present facts, dispel rumors, de-glorify death.
7. Teachers should briefly express their feelings to model appropriate response to grief.
8. Encourage students to help each other.
9. Postpone test if necessary.
10. Report the names of students who seem especially upset.

### **Building Crisis Consultant**

This person will be designated at the initial meeting and will take care of the following.

4. Address staff concerning the kinds of grief reactions that can be expected at this age level and under the circumstances of this type of death.
5. Suggests do's and don'ts as to how staff should respond.
6. Review characteristics of high-risk students and of grief reactions that require immediate intervention.

### **DURING THE FIRST DAY**

9. Support team meets with students and staff who seek help and initiate contact with those identified as being at risk.
10. Office staff operates as an information center, maintaining updated information, responding to parent inquiries.
11. Principal drafts a letter to go home to parents at the end of the 1<sup>st</sup> day stating the facts, services that the school is providing, encouraging parents to discuss the death with their children and to inform the school if children are showing excessive reactions.
12. Media Liaison meets with radio, television and newspaper.
13. Family liaison meets with the family.
14. Make available numerous brochures on grieving.
15. Allow staff to share experiences of the day – what went well, what did not.  
Suggestions for day 2.
16. Identify all students / staff of great concern. Contact parents of the students.

### **2<sup>ND</sup> DAY OF CLASSES**

6. Extra support staff available to meet with students and staff especially those considered "At Risk".

7. Family liaison visits family to see if they need anything and to finalize plans for students attending or participating in funeral services. Liaison will update family on school activities.
8. Principal shares updated information with staff as appropriate.
9. Teachers may begin talking about the life of the student rather than the death: Why his/her life was important, contributions to the school, how he / she will be remembered, ways to help the family of the deceased (cards, notes).
10. Students may still be confused. Students may exhibit not as much disbelief, more sorrow, more interest in funeral arrangements and memorials.

#### **AFTER SCHOOL STAFF MEETING**

6. Share the day's experiences.
7. Counselor to report on at-risk students.
8. Report on family by liaison.
9. Report and discussion about funeral / memorial arrangements.
10. Clergy may also be present to comment.

#### **DAY OF FUNERAL**

Staff and students should be allowed to attend funeral if they so choose. Following the funeral there should be an opportunity for staff and students to share feeling before returning to classes. It may be helpful to have counselors and clergy present. Those not attending should have a regular school day, but with extra opportunities for discussion in classes as necessary.

#### **EVENING PARENT/ STUDENT/ COMMUNITY**

The principal reports on how things are going in the school; what actions are being taken, support systems that are being offered, plans for further action. Counselor or Crisis Consultant describes the normal grieving process and offer suggestions to parents in helping their children.

#### **CRISIS CONSULTANT**

An outside expert to be present and visible at school during a crisis, helping to give the impression of the situation is under control.

5. Reviews and makes recommendations concerning the crisis plan before a crisis.
6. Attends a crisis meeting
7. Attends and presents information and suggestions at staff meetings.

8. In conjunction with the principal helps to conduct the parent / student / community meetings.

### **PUBLIC INFORMATION OFFICER (PIO)**

Acts as the liaison between the district, the media and the public. The PIO must be aware of all incident response activities and is the only person authorized to speak to the media.

### **FAMILY LIAISON**

The official school intermediary with the family. The family liaison would contact or preferably visit the family as soon as possible to gather detailed, accurate information about the death and any plans for the funeral and memorial services. The family liaison listens to the family, gives support and offers any help the school can provide. The family liaison may be able to provide information or answer questions about decisions the family will be faced with, funeral arrangements, student participation in the service, etc. The family liaison would remain in contact with the family throughout the crisis, but also for months afterwards. The family liaison would also maintain contact with the funeral director / clergy concerning the funeral director concerning student attendance and participation in the services.

### **ADDITIONAL NOTES**

While this plan can be followed in all tragic events each situation has important differences.

4. Violent deaths (murder, accident, suicide): Cause more anger as a reaction than do non-violent deaths. In cases of murder, issues are all rekindled at each new step (investigation, arrest, and trial).
5. Suicide: Family may want to withhold information. School must respect this, while being as factual and frank with students as possible. While suicide is generally more traumatic than other types of death in school, the school response plan should be generally the same as for any other death.
6. Death by traumatic illness: the grieving process can begin well before death occurs. We do anticipate and feel the loss beforehand and feel guilty about this reaction. Friends may need extra help even before the death occurs.

Anticipatory grieving does not replace grieving at the time of death that will also occur.

Please follow link to Board Policies which will include related legal references.

**Child Abuse Reporting Procedures**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839368/>

**Disaster Procedures**

<http://www.gamutonline.net/district/colusausd/displayPolicy/838988/>

**Policies regarding Suspension, Expulsion and Mandatory Expulsion**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/971166/>

**Procedures to Notify Teachers of Dangerous Pupils**

At Egling each teacher receives notice from the Principal or Vice Principal when there are students who need to be identified as dangerous or potentially violent. Records are kept of these students on the Student Data System. Staff is aware of the information and it is available for review.

**Sexual Harassment**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/839111/>

**School-wide dress code related to gang related apparel**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839344/>

**Safe Routes to School**

The community has work with the schools to identify dangerous access point. Improvements have been to stop lights, sidewalks and signage. Recent school upgrades have included ADA approved ramps and sidewalks on campus.

**Appendix H**

**Policy to provide a safe and orderly environment conducive to learning**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/838983/>

**Rules and procedures on school discipline**

<http://www.gamutonline.net/district/colusausd/displayPolicy/971166/>

**DISTRICT DISCIPLINE PLAN**

**III. DISCIPLINE PURSUANT TO THE EDUCATION CODE**

(ISS = In School Suspension /OSS = Out of School Suspension)

\* = **MANDATORY EXPELLABLE OFFENSES**

ED CODE	OFFENSE	DISCIPLINARY ACTION:		
		1st OFFENSE	2nd OFFENSE	ADDITIONAL OFFENSE
§48900 (c)	<b>Alcohol:</b> Unlawfully possessed, used, or been under the influence of an alcoholic beverage or an intoxicant of any kind.	1-5 day OSS;  Required parent conference; police notification.	1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required. Behavior Contract.	Cumulative 4 yrs.
*§48900 (d)	<b>Alcohol/Drug Sale:</b> Unlawfully offered, arranged, or negotiated to sell any controlled substance, 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.	5 day OSS; Mandatory recommendation for expulsion; required parent conference; police notification required.		
*§48900 (a) §48900.3 §48900.4 §48915(a)(1) §48915 (a)(5)	<b>Assault/Battery:</b>  Caused, attempted to cause, or threatened to cause physical injury to another person.  Causing serious physical injury, Assault or battery.	1-5 day ISS/OSS; required parent conference.  5 day OSS; required parent conference; mandatory recommendation for expulsion; mandatory police report.	1-5 day ISS/OSS; required parent conference; referral to appropriate program or recommendation for expulsion; police notification required.	1-5 day OSS; required parent conference; recommendation for expulsion; police notification required.
*§48915 (c)(2)	<b>Brandishing a Knife:</b>  Brandishing a knife at another person.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
§48900 (r)	<b>Bullying/Cyberbullying:</b> Any electronic act by a pupil or group of pupils engaging in sexual harassment, hate violence, harassment, threats, or intimidation. This does include a post on a social network Internet	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible expulsion recommendation for expulsion.

Colusa Unified School District Emergency  
Operations Plan

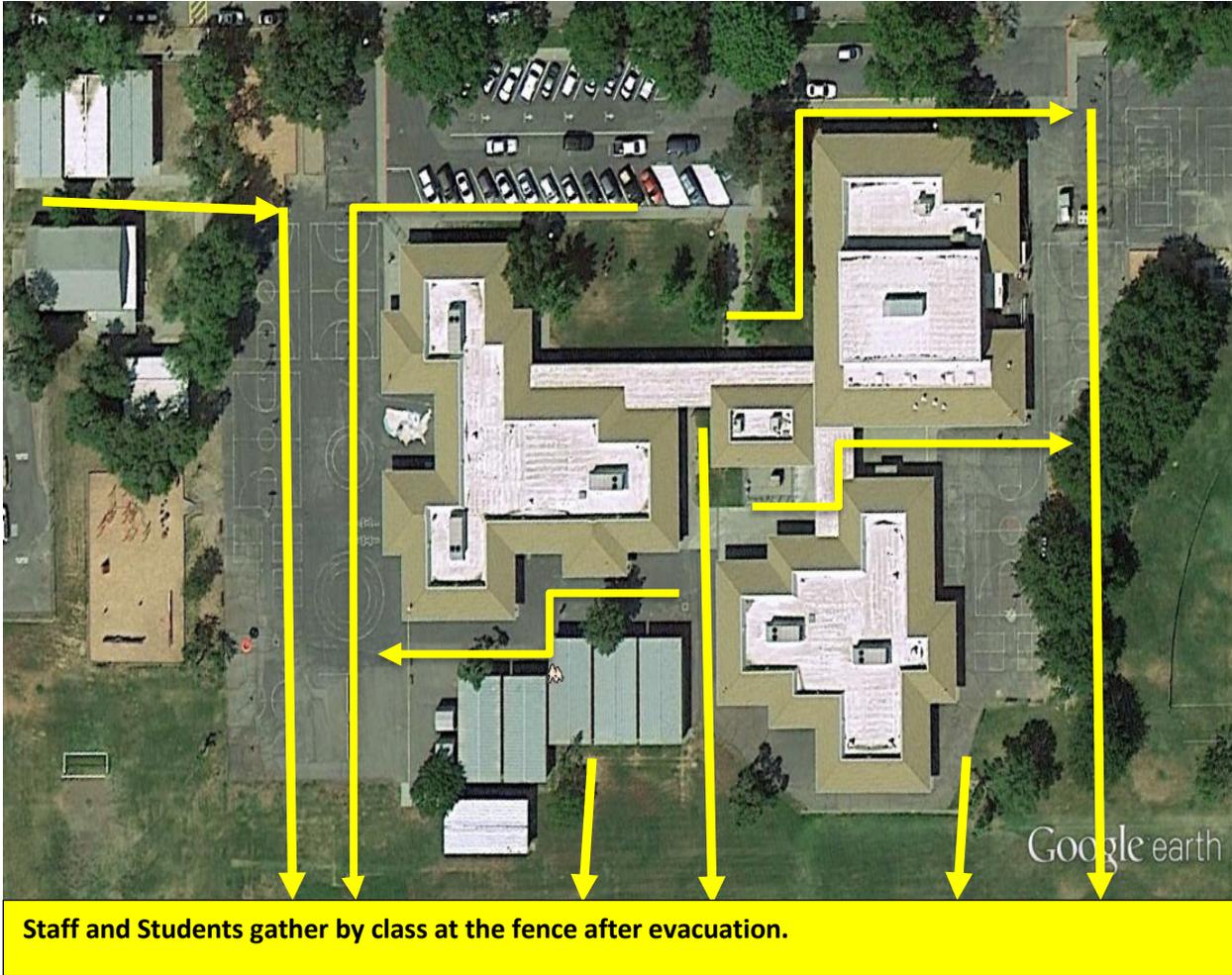
	Web site.			
§48900 (b) *§48915 (c)	<b>Dangerous Objects:</b> Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
*§48900 (k)	<b>Disruption/Defiance:</b>  Disrupted school 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.	3 documented warnings (including parent notification, detentions, referrals, extended day).	1-5 day ISS/OSS or alternative means of correction; required parent conference; referral to appropriate program.	1-5 ISS/OSS; required parent conference; referral to appropriate program. Repeated violations or actions resulting in serious injury may lead to recommendation for expulsion.
§48900 (j)	<b>Drug Paraphernalia Sale:</b> Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	5 ISS/OSS; required parent conference; recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; recommendation for expulsion; police notification required.	Cumulative 4 yrs.
*§48900 (c) §48900 (j) §48915 (a)(3)	<b>Drugs:</b> Unlawfully possessed or under the influence of any controlled substance.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required.	Cumulative 4 yrs.
§48900 (a)	<b>Fighting/Physical Contact:</b>  Inappropriate physical contact, pushing shoving.	1-5 day ISS/OSS or alternative means of correction; required parent notification.	1-5 day ISS/OSS; required parent conference.	1-5 day OSS; required parent conference.
§48900.4	<b>Harassment:</b>  Intentional engagement in acts of harassment, threats or intimidation.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required; Expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible recommendation for expulsion.

Colusa Unified School District Emergency  
Operations Plan

§48900.3	<b><u>Hate Violence:</u></b>  Caused or attempted to cause threatened to cause, or participated in any act of hate violence.	5 day OSS; required parent conference; possible recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion.
§48900 (m)	<b><u>Imitation Firearm:</u></b>  Possessed an imitation firearm "Imitation" means a replica of a weapon that is so substantially similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a firearm.	1-5 day ISS/OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (i)	<b><u>Profanity:</u></b>  Committed an obscene act or engaged in habitual profanity or vulgarity.	1-3 day ISS/OSS or alternative means of correction.	1-5 days ISS/OSS; required parent conference.	1-5 days ISS/OSS; required parent conference.
*§48900 (e)(g)(l) §48915(a)(4)	<b><u>Robbery:</u></b>  Committing or attempting to commit a robbery or extortion.  (Stealing of money or property from an individual by force or threat.)	1-5 day ISS/OSS; required parent conference; mandatory recommendation for expulsion; possible police notification required. Possible restitution.	1-5 day OSS; required parent conference; police notification required. Restitution.	5 day OSS; required parent conference; mandatory recommendation for expulsion. Referral to appropriate program. Mandatory police report. Restitution.
*§48900 (n) *§48915 (a)(5)	<b><u>Sexual Assault/Battery:</u></b>  Committing or attempting to commit a sexual assault or sexual battery.	5 day OSS; required parent conference; mandatory expulsion; mandatory police report.		
§48900.2 §48900 (n)	<b><u>Sexual Harassment:</u></b>  Sexual harassment. See also Board Policy 5145.7.	1-5 day ISS/OSS; required parent conference.	3-5 day OSS; required parent conference; possible recommendation for expulsion.	3-5 day OSS; required parent conference; possible recommendation for expulsion.
§48900 (g)	<b><u>Theft:</u></b>  Stealing or attempting to steal school property or private property.  (Taking another's property dishonestly or in a secret manner.)	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.	5 day OSS. Possible recommendation for expulsion depending on circumstances and value of property. Restitution. Referral to appropriate program. Police notification required. <b>Repeated</b>

<p>§48900 (h)</p> <p>§48901</p>	<p><del>Coburn Unified School District</del>  <b>Operations Plan</b>  <del>Possessed or used tobacco, or any</del>          products containing tobacco or nicotine products. (Cumulative 2 years.)</p>	<p>1 day ISS/OSS; parent notification</p>	<p>2-3 day ISS/OSS; required parent conference; referral to appropriate program.</p>	<p>5 OSS; required parent conference; referral to appropriate program; behavioral contract and/or alternative placement.</p>
<p>§48900 (f)</p>	<p><b>Vandalism:</b>          Caused or attempted to cause damage to school property or private property.</p>	<p>Dependent upon seriousness of offense; 1-5 day ISS/OSS and may result in a recommendation for expulsion; required parent conference possible police and/or Fire Marshall report. Restitution, cleaning.</p>	<p>Dependent upon seriousness of offense; 1-5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.</p>	<p>5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.</p>
<p>§48900 (o)</p>	<p><b>Witness/Harassment:</b> Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being or witness or retaliation.</p>	<p>Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.</p>	<p>1-5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.</p>	<p>5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.</p>
				<p><b>violations or actions</b> may lead to recommendation for expulsion.</p>

Colusa Unified School District Emergency  
Operations Plan



## Appendix F Colusa High & Colusa Alternative High School CSSP

[\(Return to Table of Contents\)](#)

### COMPREHENSIVE SCHOOL SAFETY PLAN

Colusa High School  
901 Colus Avenue  
Colusa, CA 95932  
530.458.2156



March 2017

Table of Contents

- I. Purpose
- II. Scope
- III. Elements and Requirements of the Plan
- IV. Steps in the Safe School Planning Process
- V. Site Council or School Safety Planning Committee Members
- VI. Current Status of School Crime Committed on School Campus and at School Related Functions
- VII. Safe School Model and Developing an Action Plan
- VIII. Crisis Response Plan
- IX. Additional Information
  - 3. Strategies and Programs that will Provide and Maintain a High Level of School Safety
    - s. Child Abuse Reporting Procedures
    - t. Disaster Procedures
    - u. Policies Regarding Suspension, Expulsion and Mandatory Expulsion Pursuant to (Ed Code 48900-48925)
    - v. Procedures to Notify Teachers of Dangerous Pupils (Ed Code 49079)
    - w. Sexual Harassment Policy (Ed Code 212.6(b))
    - x. School-wide Dress Code Relating to Gang- Related Apparel (Ed Code 35183)
    - y. Procedures for Safe Ingress and Egress to and from School
    - z. Policy to Provide a Safe and Orderly Environment Conducive to Learning.
    - aa. Rules and Procedures on School Discipline (Ed Code 35291-35291.5)

## Comprehensive School Safety Plan

- I. Purpose**

This plan has been developed to comply with Senate Bill 187 (Hughes), Comprehensive School Safety Plan Act, (Ed Code 35294.1-35294.9).
- II. Scope**

This plan covers Colusa High School grades 9<sup>th</sup> – 12<sup>th</sup>.

### Colusa Unified School District Mission Statement

The Mission of CUSD is to provide a safe, student-centered, high quality education to ALL students

### Colusa Unified School District Vision Statement

To provide, in cooperation with our families, an excellent, well-balanced education where students

gain skills necessary for success in an ever-changing world.

**III. Elements and Requirements of the Comprehensive School Safety Plan**

The Comprehensive School Safety Plan Act requires that the Plan includes, but not necessarily limited to:

7. Assessing the current status of school crime committed on the school campus and at school functions
8. Identifying appropriate strategies and programs that will maintain a high level of school safety.
9. Address the school's procedures for complying with the existing laws related to school safety.

Plan Approval

Each school is responsible for the development of a Comprehensive School Safety Plan which is evaluated and amended by the School Site Council or School Safety Committee annually. The Plan is then to be forwarded to the School District Board for approval.

Public Hearings

Prior to adopting the Plan, the school Site Council or the School Safety Committee is required to hold a public hearing to allow the members of the public to express an opinion about the school safety plan. All safety related materials must be kept up to date, on file and available at the Colusa Unified School District Office and at Colusa High School office for inspection by the public. Due to small school exemptions that exist, the District may develop a district-wide school safety plan that applies to each school in the District.

It is in the intent of the regulation that schools use existing resources to develop the Plan. The schools will use materials and services from the School Safety Partnership, pursuant to Ed Code, Section 32260.

**IV. Steps in the Safe Schools Planning Process**

A seven step planning process has been used to guide the school safety-planning committee in addressing the components of the safe school model. The steps are as follows:

15. Identify your safe school planning committee members
16. Create a mission statement or vision for your school
17. Gather and analyze information about your school and its community
18. Identify your school and community areas of desired change
19. Set major goals which are located in the action plan
20. Select and implement strategies for each safe school component located in the action plan
21. Evaluate and assess progress.

**V. School Safety Planning Committee**

The school safety planning committee is responsible for developing the Comprehensive School Safety Plan. The committee has consulted with law enforcement in the development of this plan. The committee is comprised of the following:

Principal or the Principal's designee

Three Certificated Teachers  
One Classified Employee  
Three Parents  
One Fire Department Employee  
One Special Education Teacher

**VI. Current Status of School Crime Committed on School Campus and at School Related Functions**

The school has used several methods of gathering information on school crime on campus and at school related functions. The resources listed were used, but not limited to:

- ARIES Reports
- Staff, Student and Parent Surveys
- School Crime Report Statistics
- Truancy Data
- Accident Reports from the School Nurse
- Vandalism Reports and Work orders to repair vandalism
- Community Juvenile Crime Statistics

The resources were used to assist the school in gathering information about the school and its community. The information has been used to identify the school and community desired areas of change. The information also assisted in developing goals and strategies. These goals have been listed in the action plan.

VII. The Action Plan consists of four components. The four components interact and affect the safety of the entire campus.

VIII. In the action plan each component lists a safe school element and a planning strategy and goal.

- Component 1 – Personal Characteristics of Students and Staff
- Component 2 – The Schools Physical Environment
- Component 3 – The Schools Social Environment
- Component 4 – The Schools Cultural Environment

The following action plan has been developed for each of four components.

**Component 1**

**Personal Characteristics of Students and Staff**

**Ethnic / Cultural Diversity of Students**

The backgrounds of all students will be acknowledged, respected and incorporated

into all phases of the school curriculum and activities whenever possible.

### **Life Experiences of Students and Staff**

Community support services will be utilized to provide essential needs such as food, clothing, shelter, protective services, school supplies, support services, behavior health services, and welfare checks. Tutoring services are provided in a variety of ways including before and after school and through Migrant Education, and Native American Council.

Positive community role models, people who have overcome life's adversities, cultural role models, student and staff will be asked to share their talents with our schools.

In conjunction with our District Attorney's Office all students are provided with internet safety training for students in grades 9<sup>th</sup> through 12<sup>th</sup>. The Colusa Probation Department facilitates our Girls' Circle and Boys' Council.

### **Staff Expertise / Diversity**

Staff members with diversified expertise will be recruited to work effectively with students.

### **Physical Health and Concerns**

Educational programs will include nutrition, alcohol and other drug-use prevention issues. We will coordinate community health services for prevention and intervention programs for students. The Colusa County office of Education provides the Students Working Against Tobacco for all of our students.

## **Component 2**

# **The School's Physical Environment**

### **School Location**

Colusa High School is located on Colus Avenue. CHS has a very open campus that has multiple openings to the school. Efforts have taken place in the past to fence some aspects of the school but ultimately the cost and practicality of this endeavor has proven to be too difficult.

### **School Grounds**

Colusa High School's campus has undergone recent upgrades including interior and exterior lighting, new asphalt, trip hazards removed, ADA compliant sidewalks and access points and ADA compliant restrooms.

Physical conditions that lead to accidental harm will be corrected promptly. Grounds will be kept graffiti free and well maintained.

### **School buildings and Classrooms**

Building will be well maintained and attractive, have easy access for all students and staff, be free of physical hazards, and designed to prevent criminal activities.

### **Internal Security Procedures**

Vandalism policies are in place at CHS. The school and community will continue to collaborate on crime prevention efforts. New exterior lighting and new locking door handles have been installed.

The local police department's vigilance will be a deterrent to vandalism and crime.

A crisis response plan identifies the standard response protocol for emergencies such as fire, earthquake, bomb threat, chemical spills, and dangerous strangers on campus or in the vicinity of the school. It also includes procedures for missing students, school closure, and student check out. There is a protocol for the death of student or a staff member. The district emergency response manual includes the incident command protocol and logistics.

## **Component 3**

# **The School's Social Environment**

### **Leadership**

The Principal, Assistant Principal and site management team will provide strong leadership, establish a positive tone, will emphasize the importance of positive staff attitudes, will model and demonstrate responsiveness, consideration, sensitivity, and respect.

### **School Site Management**

Students, parents, certificated and classified staff, and representatives from the community including but not limited to law enforcement, and businesses will participate in goal setting decision making at the school level whenever appropriate.

### **Classroom Organization and Structure**

Classroom conditions will provide an orderly learning environment, enhance the learning experience and promote positive interactions among staff and students. Topics presented will include responsible citizenship, appreciation of cultural diversity, self-esteem, anger management, emotional development, social expectations, goal setting and effective communication and relationships.

### **Discipline**

Consequences for violating behavior and academic expectations will be communicated to staff, students and parents. Discipline will be fair and developmentally appropriate. The discipline process will be aimed at changes in behavior and attitude. Staff members will respond fairly and consistently to violations. Parents will be notified of violations.

### **Participation and Involvement**

Partnerships will be purposefully facilitated between students, teachers, parents, community members, police and fire departments, health and welfare agencies, probation, for the purpose of planning, training workshops and other safe school planning and activities, whenever appropriate.

## **Component 4**

# **The School's Culture**

### **Affiliation and Bonding**

Students and staff will feel physically and emotionally secure from physical and verbal attacks. All stakeholders will feel comfortable to share with unwanted events with administration.

A sense of community will be fostered so that all members of the school community can feel pride in their school and feel that they are important members of the school. A caring spirit will be fostered by all so that concern will be shown for others and all will accept ownership of the conditions and events that happen at school.

**Behavioral Expectations**

Behavioral expectations will be identified, clearly stated verbally and written communication will be sent to families. Adults will model respectful, positive behaviors when dealing with students and with each other.

The members of the school community will model high moral standards, send positive messages to students and expect the best effort and performance from everyone.

**Academic Expectation**

Clear and positive academic expectations will be communicated. Gradebooks will be kept up to date and families will have access to online grade reporting. Athletic and extra-curricular activities for students will be encouraged, but a balance with academic standards will be the expectation.

**Support and Recognition**

Constructive, positive behavior will be given appropriate recognition. Positive behavior will be rewarded and acknowledged frequently and publically when appropriate.

## **Crisis Response Plan**

# **In an**

# Emergency

## Say it twice. Say it twice.



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

<b>Standard Response Protocol – Public Address Protocol</b>	
Animal Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to Football Field Home Bleachers Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and Hold!

Fire Inside	Evacuate to Parking Lots.
Fire Outside	Shelter in Silence
Chemical Spill	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockdown! Locks, Lights, Out of Sight!
Kidnapping	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to nearest permanent building Shelter for Tornado! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



DRAFT Public Address Protocol | Version 0.9.1 | 09/03/2009 | Revised:09/21/2009 | John-Michael Keyes [jk@iloveguys.org](mailto:jk@iloveguys.org) | <http://iloveguys.org>

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The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced monthly. The staff participates in Standard Response Protocol emergency scenarios in order to maintain decision-making and communication procedures for a given emergency.

## FIRE ALARM

## STANDARD RESPONSE PROTOCOL (SRP)

## **SIGNAL: EVACUATE, EVACUATE**

### ADMIN/DESIGNEE

- initial signal
- call 911
- supervise evacuation
- handle any follow-up emergency needs
- signals all clear

### TEACHER

- bring roll book and keys
- do not lock doors, post all
- clear sign on door
- lead students to designated area
- take attendance
- runner notifies admin. assist. at middle goal post of unaccounted students

### OFFICE STAFF

- admin. assist:
- records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists

### CUSTODIANS

- report to admin. for further direction

### OTHER CLASSIFIED

- report other to admin. for further directions

The signal for a fire drill will consist of a series of **short horns** lasting for several minutes and continuing until system is shut off. Fire drills will be conducted monthly.

#### **Exit Routines:**

Please follow the exit routes shown on the attached map of the campus. (Make sure map is posted by exit door).

Procedure:

- All pupils shall stop work immediately and prepare to evacuate the room.
- All pupils should not take any wraps, books, flags or personal belongings with them during fire drill.
- All school personal and visitors must leave the building, regardless of their activities.
- There shall be no talking during the drill.
- There shall be no running or pushing allowed during the drill, but move quickly.

**During Lunch:** Teachers go to football field with roll books to assemble their class. All students are led to the football field to meet with their teachers.

**Passing Period and Recess:** During passing periods, students assemble on the football field to meet with subsequent teachers.

## **EARTHQUAKE STANDARD RESPONSE PROTOCOL (SRP) SIGNAL: SHELTER - EVACUATE**

### ADMIN/DESIGNEE

- initial signal
- call 911
- supervise evacuation
- handle any follow-up
- emergency needs
- signals all clear
- office Nextel

### TEACHER

- bring roll books and keys
- do not lock doors; post all
- clear sign on door
- lead students to designated area
- take attendance
- runner notifies admin. assist. at goal post of unaccounted students

### OFFICE STAFF

- admin. assist
- records attendance
- brings:**
- emergency cards
- crisis resp. box
- office Nextel
- other office staff assists.

Colusa Unified School District Emergency  
Operations Plan

CUSTODIANS

-report to admin. for further direction

OTHER CLASSIFIED

-report to admin. for further directions

Order students to drop, hold, and cover at the first sign of a quake. Do not wait for a bell.

**EVACUATE:**

- A. After the initial shock, evacuate the building according to Fire Drill Procedure.
- B. There will be no bell.
- C. If an aftershock should occur during the evacuation process, order students to drop and cover.
- D. Teachers make sure to take roll and keys.
- E. Head Custodian turns off power and gas.

Take your class directly to the assembly area, using the safest path available. Avoid overhangs, power lines, and anything that may fall on your students during transit.

**Football FIELD:**

Assemble your class as a unit (refer to the map). Do not release any students. Take roll immediately. Send a list of any missing or injured students to the Goal Posts; include possible locations of missing or injured students.

**ASSEMBLY:**

If an earthquake should occur during an assembly, order your students to drop and cover. After the initial shock, escort students outside using the nearest functional exit. Direct them to assemble on the football field. Remind students not to leave school. All teachers should proceed to their assigned locations. Follow steps under "Football Field" and "Release of Students."

**LUNCH:**

If an earthquake should occur during lunch, administrators will order the students to duck and cover. Admin will instruct the student body to report to their 5<sup>th</sup> period teachers on the football field. All teachers must report to the football field and follow steps under "Football Field" and "Release of Students."

**PASSING PERIOD:**

If an earthquake should occur during a passing period, students and faculty should duck and cover. After the initial shock, students and faculty must proceed to the football field. Students must locate and report to their teacher.

**RELEASE OF STUDENTS:**

Students will be released to parents at student check-out area.

**DROP DRILL:**

Each teacher is responsible for the safety of their students. Drop drills should be conducted in each class. Instruct the students to duck under their desk, assume a position on their knees using one arm and hand to protect the neck/spinal area and the other arm and hand to secure the desk's position.

\*Roll books should be taken to the assembly.

## CHEMICAL SPILL

### STANDARD RESPONSE PROTOCOL (SRP)

#### SIGNAL: LOCKDOWN OR EVACUATE

**ADMIN/DESIGNEE**

-Determines course of action and notifies teachers  
-call emergency services for direction

**TEACHER**

-keep student inside  
-close doors/windows  
-continue class activities  
-wait for all clear sound

**OFFICE STAFF**

-shut doors/windows  
-check with admin for phone statement

**CUSTODIANS**

-shut off power as directed by admin.  
-report to admin. for further direction

**OTHER CLASSIFIED**

-report to admin for further direction

Colusa Unified School District Emergency  
Operations Plan

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A. Should a spill occur within a classroom: EVACUATE

1. Evacuate according to Fire Drill Procedure.
2. Notify office via a runner or phone.
3. Classroom teacher will be instructed by the administration as to what procedures to follow.

B. Should a spill occur within the vicinity of Egling Middle School: LOCKDOWN OR EVACUATE

1. 911 will be called.
2. Remain in your classroom unless ordered by the administration to evacuate.
3. Close all windows and doors (Custodians turn off all outside air intake vents or fans).
4. The custodian will shut down the main power system for the entire school after directed by Admin/Desig.
5. Leave your building **only when told to do so**, as directed by the principal or designee.

## **BOMB THREAT**

### **STANDARD RESPONSE PROTOCOL (SRP)**

SIGNAL: EVACUATE

Procedures for bomb threat are as follows:

If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible.
- **DO NOT HANG UP, even if the caller does.**
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.

**Ask the caller:**

Where is the bomb located? \_\_\_\_\_

When will it go off? \_\_\_\_\_

What does it look like? \_\_\_\_\_

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

What will make it explode? \_\_\_\_\_

Did you place the bomb yourself? \_\_\_\_\_

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

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

Estimate the caller's age:

Is the voice familiar? \_\_\_\_\_

Colusa Unified School District Emergency  
Operations Plan

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If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself **ON A DIFFERENT PHONE LINE**.

If your phone has a display, copy the number and/or letters on the window display.

Write down as much detail as you can remember. Try to get exact words. If you have a recording device available, use it. Complete the Bomb Threat Checklist below immediately. Circle all that apply:

<b>Caller's Voice</b>	<b>Background Sounds:</b>	<b>Threat Language:</b>
Accent	Animal Noises	Incoherent
Angry	House Noises	Message read
Calm	Kitchen Noises	Taped
Clearing throat	Street Noises	Irrational
Coughing	Booth	Profane
Cracking voice	PA system	Well-spoken
Crying	Conversation	
Deep	Music	
Deep breathing	Motor	
Disguised	Clear	
Distinct	Static	
Excited	Office machinery	
Female	Factory machinery	
Laughter		
Lisp		
Loud		
Male		

Colusa Unified School District Emergency  
Operations Plan

Other Voice Characteristics:
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Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

2. Administrator in charge will call 911 or 458-7777 and reports a bomb threat has been received.
3. Administrator in charge will announce Evacuate or Shelter as appropriate.

ADMIN/DESIGNEE

- initiate signal to evacuate
- call 911
- supervise evacuation
- establish command to determine next steps

TEACHER

- evacuate class
- bring:**
- roll book
- keys
- personal belongings
- post all clear sign
- lead students to designated area
- take attendance
- runner notifies admin. assist. at middle goal post of unaccounted students
- remain with class pending further direction

OFFICE STAFF

- same as fire drill

CUSTODIANS

Report to admin/designee for further directions

OTHER CLASSIFIED

-report to admin. for further directions

(Administrator-in-charge may need to make changes in these procedures according to circumstances)

A. Procedure followed:

1. Administrator or designee rings fire alarm (secretaries take out Rolodex & emergency cards).
2. Administrators and secretaries meet at designated evacuation site (Football Field).
3. Teachers bring out materials to occupy students.

B. Administrator or designee calls 911 to notify authorities, and superintendent.

C. After teachers have students out of building and lined up at their evacuation sites, the administrator designates a staff member to notify classes to move to:

1. Football Field
2. Boy's soccer field

D. If parents pick up a student without following proper procedure, it is an unexcused absence (unless school is officially closed). Parents must check students out at check-out area.

E. Administrator determines if parents are to be called to pick up their children. If so, refer to School Closure Procedures.

F. If parents must be called:

1. Secretaries and any other volunteers go to District Office to call parents.
2. Parents notified on phone where to pick up students.



Colusa Unified School District Emergency  
Operations Plan

- E. The principal or assistant principal may drive around the school area and check local businesses.
- F. The secretary will call the parents and the police will be notified.

**MISSING STUDENT DURING A DRILL**

- A. Runner notifies secretary.
- B. Secretary notifies Administrator or Designee.
- C. Administrator/Designee assigns staff member to confirm absence and report back.
- D. If student not found, authorities and parents notified.

**SCHOOL CLOSURE/STUDENT CHECK-OUT OFF CAMPUS**

ADMIN/DESIGNEE	TEACHER	OFFICE STAFF
-with Superintendent’s direction initiates procedure	-take students to designated areas: -football field	-assist checking out students, -bring check out materials and set up station:
-initiates sign-out process	-up hallway if raining	-football field
-coordinates bus pick	-supervise class until released by Admin./Designee	
-monitors holding areas	-release student to parent person with authorization form.	-(See staffing and procedures below for on-campus checkout)

CUSTODIAN/CLASSIFIED:  
-report to Admin./Designee

- A. All students remain in classrooms  
Parents notified by office staff to pick up students.
- B. Parents pick up students at check-out area designated (in front of office or cafeteria/gym). Office personnel will have parents sign out their children (Parents or persons with name on emergency card or parent authorization).
- C. Runners will notify teachers to release students or teachers will be notified over intercom.

<u>Needed at Checkout Station</u>	<u>Check Out</u>	<u>Calling</u>	<u>Runners</u>
Table, chairs	Rebecca	Lorie M.	
Student Lists	John	Cecilia	
	Lori T.	Gay	
	Gayle		

**Crisis Response Plan regarding the Death of a Staff Member or Student**

In the case of the death of a student or member of the staff this plan will be implemented at the discretion of the Principal and Superintendent. The plan could also be implemented or modified in the case that effect student/ staff performance such as a natural disaster, national crisis, assassination or personal tragedy such as suicide.

**Goals**

Reduce Fear Fear resides in the unknown, especially in cases of murder or suicide. Provide complete and accurate details concerning the death. This helps to elevate rumors.

Facilitate Grieving Grief is a necessary, normal response to a loss. It is part of the healing process. Allow and encourage expressions of grief in many forms.

Promote Education Help students learn ways of grieving. Teachers can model this and can teach students how to help each other in times of crisis.

### **Initial Actions to be Taken**

#### **Principal**

15. Receives initial report.
16. Verifies by calling family or the authorities.
17. Contacts superintendent, other principals, school leadership team, and possibly a family liaison.
18. Schedule an emergency staff meeting prior to the next school day.
19. Hires extra subs as needed.
20. Initiate phone tree to and email staff to notify of event and staff meeting.
21. Other principals would decide if their staff members should be notified.

#### **District Staff**

5. Contacts outside support professionals such as social workers and counselors.
6. Contacts district support professionals such as counselors and nurses.

#### **Superintendent**

7. Helps write a statement for the media.
8. Helps write a statement for the staff to read to students and to use for parent inquiries.
9. Fact sheet for the teachers.

### **Actions to be Taken**

#### **Principal**

13. Identify room space for counseling or a quiet room.
14. Assign a staff member to monitor room.
15. Finalize plans for 1<sup>st</sup> day emergency staff meeting.
16. Begin a list of at risk students who will need extra attention.
  - a. Siblings
  - b. Best friends
  - c. Close Friends
  - d. Team members

- e. Secondary Grief Reactions
  - i. Students who have suffered recent deaths or losses
  - ii. Potential suicidal students
  - iii. Students who generally have trouble coping with crisis
- 17. Designate a Building Crisis Consultant
- 18. Designate a Family Liaison

### **Emergency Staff Meeting – First Day**

#### **Principal**

- 21. State facts regarding the death as completely as possible and any information that is known about the funeral plans.
- 22. Allow staff expression of grief.
- 23. Outline plans for the day.
- 24. Classes and all related activities will follow normal schedule. It may be necessary to extend homeroom to process with students.
- 25. During 1<sup>st</sup> period, principal will read a statement over the PA and/or teachers will read identical statements to their classes.
- 26. Describe availability of usual and extra support staff. Identify the location for individual and small group counseling. Support staff would have availability to come to classes as needed.
- 27. Explain that while a normal schedule is in place flexibility would need to be used to meet the needs of individual students.
- 28. Describe the roll of the support staff available including subs for teachers to take a break if necessary.
- 29. Any and all questions from the media should be redirected to the Media Liaison.
- 30. Hold an end of the day staff meeting to debrief, update and make further plans.

#### **Teachers**

- 11. Present facts, dispel rumors, de-glorify death.
- 12. Teachers should briefly express their feelings to model appropriate response to grief.
- 13. Encourage students to help each other.
- 14. Postpone test if necessary.
- 15. Report the names of students who seem especially upset.

#### **Building Crisis Consultant**

This person will be designated at the initial meeting and will take care of the

following.

7. Address staff concerning the kinds of grief reactions that can be expected at this age level and under the circumstances of this type of death.
8. Suggests do's and don'ts as to how staff should respond.
9. Review characteristics of high-risk students and of grief reactions that require immediate intervention.

#### **DURING THE FIRST DAY**

17. Support team meets with students and staff who seek help and initiate contact with those identified as being at risk.
18. Office staff operates as an information center, maintaining updated information, responding to parent inquiries.
19. Principal drafts a letter to go home to parents at the end of the 1<sup>st</sup> day stating the facts, services that the school is providing, encouraging parents to discuss the death with their children and to inform the school if children are showing excessive reactions.
20. Media Liaison meets with radio, television and newspaper.
21. Family liaison meets with the family.
22. Make available numerous brochures on grieving.
23. Allow staff to share experiences of the day – what went well, what did not.  
Suggestions for day 2.
24. Identify all students / staff of great concern. Contact parents of the students.

#### **2<sup>ND</sup> DAY OF CLASSES**

11. Extra support staff available to meet with students and staff especially those considered "At Risk".
12. Family liaison visits family to see if they need anything and to finalize plans for students attending or participating in funeral services. Liaison will update family on school activities.
13. Principal shares updated information with staff as appropriate.
14. Teachers may begin talking about the life of the student rather than the death: Why his/her life was important, contributions to the school, how he / she will be remembered, ways to help the family of the deceased (cards, notes).
15. Students may still be confused. Students may exhibit not as much disbelief, more sorrow, more interest in funeral arrangements and memorials.

#### **AFTER SCHOOL STAFF MEETING**

11. Share the day's experiences.
12. Counselor to report on at-risk students.
13. Report on family by liaison.
14. Report and discussion about funeral / memorial arrangements.
15. Clergy may also be present to comment.

### **DAY OF FUNERAL**

Staff and students should be allowed to attend funeral if they so choose. Following the funeral there should be an opportunity for staff and students to share feeling before returning to classes. It may be helpful to have counselors and clergy present. Those not attending should have a regular school day, but with extra opportunities for discussion in classes as necessary.

### **EVENING PARENT/ STUDENT/ COMMUNITY**

The principal reports on how things are going in the school; what actions are being taken, support systems that are being offered, plans for further action. Counselor or Crisis Consultant describes the normal grieving process and offer suggestions to parents in helping their children.

### **CRISIS CONSULTANT**

An outside expert to be present and visible at school during a crisis, helping to give the impression of the situation is under control.

9. Reviews and makes recommendations concerning the crisis plan before a crisis.
10. Attends a crisis meeting
11. Attends and presents information and suggestions at staff meetings.
12. In conjunction with the principal helps to conduct the parent / student / community meetings.

### **PUBLIC INFORMATION OFFICER (PIO)**

Acts as the liaison between the district, the media and the public. The PIO must be aware of all incident response activities and is the only person authorized to speak to the media.

### **FAMILY LIAISON**

The official school intermediary with the family. The family liaison would contact or preferably visit the family as soon as possible to gather detailed, accurate information about the death and any plans for the funeral and memorial services. The family liaison listens to the family, gives support and offers any help the school can provide. The family liaison may be able to provide information or answer questions about decisions the family will be faced with, funeral arrangements, student participation in the service, etc. The family liaison would remain in contact with the family throughout the crisis, but also for months afterwards. The family liaison would also maintain contact with the funeral director / clergy concerning the funeral director concerning student attendance and participation in the services.

### **ADDITIONAL NOTES**

While this plan can be followed in all tragic events each situation has important differences.

7. Violent deaths (murder, accident, suicide): Cause more anger as a reaction than do non-violent deaths. In cases of murder, issues are all rekindled at each new step (investigation, arrest, and trial).
8. Suicide: Family may want to withhold information. School must respect this, while being as factual and frank with students as possible. While suicide is generally more traumatic than other types of death in school, the school response plan should be generally the same as for any other death.
9. Death by traumatic illness: the grieving process can begin well before death occurs. We do anticipate and feel the loss beforehand and feel guilty about this reaction. Friends may need extra help even before the death occurs. Anticipatory grieving does not replace grieving at the time of death that will also occur.

**Please follow link to Board Policies which will include related legal references.**

#### **Child Abuse Reporting Procedures**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839368/>

#### **Policies regarding Suspension, Expulsion and Mandatory Expulsion**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/971166/>

#### **Procedures to Notify Teachers of Dangerous Pupils**

At CHS each teacher receives notice from the Principal or Vice Principal when there are students who need

Colusa Unified School District Emergency  
Operations Plan

to be identified as dangerous or potentially violent. Records are kept of these students on the Student Data System. Staff is aware of the information and it is available for review.

**Sexual Harassment**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/839111/>

**School-wide dress code related to gang related apparel**

<http://www.gamutonline.net/district/colusausd/displayPolicy/839344/>

**Safe Routes to School**

The community has work with the schools to identify dangerous access point. Improvements have been to stop lights, sidewalks and signage. Recent school upgrades have included ADA approved ramps and sidewalks on campus.

**Policy to provide a safe and orderly environment conducive to learning**

<http://www.gamutonline.net/district/colusausd/DisplayPolicy/838983/>

**Rules and procedures on school discipline**

<http://www.gamutonline.net/district/colusausd/displayPolicy/971166/>

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**Colusa High School**

**DISCIPLINE PLAN**

(Revised 2016)

**DISCIPLINE PURSUANT TO THE EDUCATION CODE**

ISS = In School Suspension

OSS = Out of School Suspension

<b>ED CODE</b>	<b>OFFENSE</b>	<b>DISCIPLINARY ACTION: 1st OFFENSE</b>	<b>DISCIPLINARY ACTION: 2nd OFFENSE</b>	<b>DISCIPLINARY ACTION: ADDITIONAL OFFENSES</b>
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Colusa Unified School District Emergency  
Operations Plan

<p>§48900</p> <p>(c)</p>	<p><b>Alcohol</b></p> <p>Unlawfully possessed, used, or been under the influence of an alcoholic beverage or an intoxicant of any kind.</p>	<p>1-5 day OSS;</p> <p>Required parent conference; police notification.</p>	<p>1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.</p> <p>Behavior Contract.</p>	<p>1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.</p> <p>Behavior Contract.</p>
<p>*§48900</p> <p>(d)</p>	<p><b>Alcohol/Drug Sale</b></p> <p>Unlawfully offered, arranged, or negotiated to sell any controlled substance, 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.</p>	<p>5 day OSS; Mandatory recommendation for expulsion; required parent conference; police notification required.</p>		
<p><b>ED</b></p> <p><b>CODE</b></p>	<p><b>OFFENSE</b></p>	<p><b>DISCIPLINARY ACTION:</b></p> <p><b>1st OFFENSE</b></p>	<p><b>DISCIPLINARY ACTION:</b></p> <p><b>2nd OFFENSE</b></p>	<p><b>DISCIPLINARY ACTION:</b></p> <p><b>ADDITIONAL OFFENSES</b></p>

Colusa Unified School District Emergency  
Operations Plan

§48900 (a) §48900. §48900. §48915 (a) (1) §48915 (a) (5)	<b><u>Assault/Battery</u></b>  Caused, attempted to cause, or threatened to cause physical injury to another person.  Causing serious physical injury, Assault or battery.	1-5 day ISS/OSS; required parent conference.  5 day OSS; required parent conference; mandatory recommendation for expulsion; mandatory police report.	1-5 day ISS/OSS; required parent conference; referral to appropriate program or recommendation for expulsion; police notification required.	1-5 day OSS; required parent conference; recommendation for expulsion; police notification required.
*§48915 (c)	<b><u>Brandishing a Knife</u></b>  Brandishing a knife at another person.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
§48900 (b) *§48915 (c)	<b><u>Dangerous Objects</u></b>  Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object.	5 day OSS; mandatory expulsion; required parent conference; mandatory police report.		
*§48900 (k)	<b><u>Disruption/Defiance</u></b>  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.	1-5 ISS/OSS or alternative means of correction; required parent conference.	1-5 day ISS/OSS or alternative means of correction; required parent conference; referral to appropriate program.	1-5 ISS/OSS; required parent conference; referral to appropriate program. Repeated violations or actions resulting in serious injury may lead to recommendation for expulsion, as may other violations if no other means of correction are feasible.

Colusa Unified School District Emergency  
Operations Plan

§48901.	<b><u>Disruptive Devices</u></b>  Possession of disruptive devices (cell phones, radios or unapproved communication devices) without prior approval.	Confiscate device and return to student at the end of the day; 1 hour detention	Parent notification; confiscate device and return to student at the end of the day; Saturday School	Confiscate device and return to student at the end of the day; Parent notification; Saturday School/1-5 ISS
§48900	<b><u>Dress Code Violation</u></b>	Warning; Change into appropriate attire	1 hour of detention; Parent notification regarding 3 <sup>rd</sup> offense	Saturday School/ISS
§48900  (j)	<b><u>Drug Paraphernalia Sale</u></b>  Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.	5 ISS/OSS; required parent conference; recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; recommendation for expulsion; police notification required.	Cumulative 4 yrs.
*§48915  (c)	<b><u>Drug Sale</u></b>  Unlawfully Selling a Controlled Substance	5 day OSS  Mandatory expulsion; required parent conference; mandatory police report.		Cumulative 4 yrs.
§48900  (c) §48900  (j) §48915  (a) (3)	<b><u>Drugs</u></b>  Unlawfully possessed or under the influence of any controlled substance.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required. Upon return behavior contract.	5 day OSS; required parent conference; mandatory recommendation for expulsion; police notification required.	Cumulative 4 yrs.

Colusa Unified School District Emergency  
Operations Plan

§48900.	<b><u>Harassment</u></b>  Intentional engagement in acts of harassment, threats or intimidation.	1-5 day ISS/OSS; required parent conference; police notification required;  Expulsion recommended for severe offense.	1-5 day ISS/OSS; required parent conference; police notification required;  Expulsion recommended for severe offense.	5 day OSS; required parent conference; police notification required; possible recommendation for expulsion.
§48900.	<b><u>Hate Violence</u></b>  Caused or attempted to cause threatened to cause, or participated in any act of hate violence.	5 day OSS; required parent conference; possible recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion. Police notification.	5 day OSS; required parent conference; recommendation for expulsion.
§48900  (m)	<b><u>Imitation Firearm</u></b>  Possessed an imitation firearm "Imitation" means a replica of a weapon that is so substantially similar in physical properties to an existing weapon as to lead a reasonable person to conclude that the replica is a firearm.	1-5 day ISS/OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.
§48900  (i)	<b><u>Profanity</u></b>  Committed an obscene act or engaged in habitual profanity or vulgarity.	Warning or alternative means of correction.	1 hour detention; Parent Notification	Saturday School or ISS; Parent Notification.
§48900  (k)	<b><u>Recording a Fight</u></b>	3 – 5 days of OSS; Parent Notification	3 – 5 days of OSS; Parent Notification	3 – 5 days of OSS; Parent Notification
§48900  (r. 1, 2 )	<b><u>Bullying Including Cyberbullying</u></b>	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.	5 day OSS; required parent conference; possible recommendation for expulsion.

Colusa Unified School District Emergency  
Operations Plan

§48900 (e) §48900 (g) §48900 (l) §48915 (a) (4)	<b>Robbery</b>  Committing or attempting to commit a robbery or extortion.  (Stealing of money or property from an individual by force or threat.)	1-5 day ISS/OSS; required parent conference; mandatory recommendation for expulsion; possible police notification required. Possible restitution.	1-5 day OSS; required parent conference; police notification required.  Restitution.	5 day OSS; required parent conference; mandatory recommendation for expulsion. Referral to appropriate program. Mandatory police report. Restitution.
*§48900 (n) *§48915 (a)(4)	<b>Sexual Assault/Battery</b>  Committing or attempting to commit a sexual assault or sexual battery.	5 day OSS; required parent conference; mandatory expulsion; mandatory police report.		
<b>* = MANDATORY EXPELLABLE OFFENSES</b>				
<b>ED CODE</b>	<b>OFFENSE</b>	<b>DISCIPLINARY ACTION: 1st OFFENSE</b>	<b>DISCIPLINARY ACTION: 2nd OFFENSE</b>	<b>DISCIPLINARY ACTION: ADDITIONAL OFFENSES</b>
§48900.	<b>Sexual Harassment</b>  Sexual harassment. See also Board Policy 5145.7.	1-5 day ISS/OSS; required parent conference.	3-5 day OSS; required parent conference; possible recommendation for expulsion.	3-5 day OSS; required parent conference; possible recommendation for expulsion.

Colusa Unified School District Emergency  
Operations Plan

<p>§48900  (l)</p>	<p><b><u>Stolen Property</u></b>  Knowingly received stolen school property or private property.</p>	<p>1-5 day ISS/OSS and required parent conference; restitution; police notification</p>	<p>1-5 day OSS and required parent conference; police notification</p>	<p>5 day OSS. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> resulting in serious injury may lead to recommendation for expulsion, as may other violations if no other means of correction are feasible.</p>
<p>§48900  (g)</p>	<p><b><u>Theft</u></b>  Stealing or attempting to steal school property or private property.  (Taking another's property dishonestly or in a secret manner.)</p>	<p>1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.</p>	<p>1-5 day ISS/OSS and required parent conference; possible recommendation for expulsion depending on circumstances and value of property; restitution; police notification.</p>	<p>5 day OSS. Possible recommendation for expulsion depending on circumstances and value of property. Restitution. Referral to appropriate program. Police notification required. <b>Repeated violations or actions</b> resulting in serious injury may lead to recommendation for expulsion, as may other violations if no other means of correction are feasible.</p>
<p>§48900  (h)  §48901</p>	<p><b><u>Tobacco</u></b>  Possessed or used tobacco, or any products containing tobacco or nicotine products. (Cumulative 2 years.)</p>	<p>1-5 day OSS;  Required parent conference; police notification.</p>	<p>1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.</p>	<p>1-5 day OSS; required parent conference; mandatory recommendation for expulsion; police/CPS notification required.  Behavior Contract.</p>

Colusa Unified School District Emergency  
Operations Plan

§48340	<b>Truancy</b> Cutting class/truancy (on campus).	2 hours of detention; student conference with administration; parent notification	2 <sup>nd</sup> and 3 <sup>rd</sup> Offense: Saturday School, student conference with administration, parent notification	4 <sup>th</sup> Offense: 1-3 days of ISS, student conference with administration, parent notification
§48900 (f)	<b>Vandalism</b> Caused or attempted to cause damage to school property or private property.	Dependent upon seriousness of offense; 1-5 day ISS/OSS and may result in a recommendation for expulsion; required parent conference possible police and/or Fire Marshall report. Restitution, cleaning.	1-5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.	5 day OSS and may result in a recommendation for expulsion; required parent conference. Mandatory police and/or Fire Marshall report. Restitution, cleaning.
§48900 (o)	<b>Witness/Harassment</b> Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing the pupil from being or witness or retaliation.	Principal's discretion; 1-5 day ISS/OSS or alternative means of correction. Possible recommendation for expulsion. Parent conference and police notification required.	1-5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.	5 day OSS. Possible recommendation for expulsion. Parent conference and police notification required.

**DISCIPLINE PURSUANT TO SCHOOL SITE RULES**

Penal Code §148.1	<b>Bomb Threat</b> False bomb report	5 day OSS; recommended expulsion; required parent conference; mandatory police report.		
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Colusa Unified School District Emergency  
Operations Plan

	<b><u>Cheating</u></b> <b><u>Teacher Enforced</u></b>	Warning; Administrative communication;	Detention; parent conference;	Extended detention; possible ISS
	<b><u>Plagiarism</u></b> <b><u>Administration Enforced</u></b>	ISS; 0 points, Parent Notification	1-5 days Extended ISS; 0 points; Parent Notification	1-5 days OSS and parent notification
	<b><u>Closed Campus</u></b> Violation of closed campus policy.	Saturday School/ISS; required parent notification.	ISS or alternative; required parent notification.	1-3 days ISS/OSS; required parent notification.
	<b><u>Detention</u></b> Failure to serve detention	Saturday School	1 day ISS or Saturday School, parent notification.	2 days ISS or Saturday School and parent notification.
Penal Code §148.4	<b><u>False Fire Alarm</u></b>	1-5 days ISS/OSS; required parent conference; mandatory Fire Marshall report.	1-5 days OSS; Possible recommendation for expulsion; parent conference; mandatory police/Fire Marshall report.	
	<b><u>Gambling</u></b>	1 day ISS/OSS or alternative means of correction; parent notification.	2 day ISS/OSS; required parent conference.	3 day ISS/OSS; required parent conference.
	<b><u>Physical Contact</u></b> Inappropriate physical contact, pushing shoving.	1-5 day ISS/OSS or alternative means of correction; required parent notification.	1-5 day ISS/OSS; required parent conference;	1-5 day OSS; required parent conference;
	<b><u>Saturday School</u></b> Failure to serve Saturday School.	1 day ISS and/or additional Saturday School; Parent notification.	1-3 days ISS and/or Saturday School; Parent notification.	1-5 days ISS and/or Saturday School; Parent notification.

Colusa Unified School District Emergency  
Operations Plan

	<p><b><u>Incendiary Device</u></b></p> <p>Possession of firecrackers, cigarette lighter/matches, pepper spray or other materials capable of causing a fire.</p> <p>Use of firecrackers, cigarette lighter/matches, or other materials capable of causing a fire.</p>	<p>1-5 day ISS/OSS, parent and police notification; confiscate device.</p> <p>1-5 days ISS/OSS and required parent conference; Possible recommendation for expulsion; Police notification required.</p>	<p>3-5 days ISS/OSS, parent and police notification; confiscate device.</p> <p>1-5 days ISS/OSS and required parent conference; Possible recommendation for expulsion; Police notification required.</p>	<p>5 days ISS/OSS, parent and police notification; confiscate device.</p> <p>1-5 days ISS/OSS and required parent conference; Possible recommendation for expulsion; Police notification required.</p>
	<p><b><u>Forgery</u></b></p> <p>Falsification of documentation.</p>	<p>1 day ISS/OSS or alternative means of correction; parent notification.</p>	<p>2 days ISS/OSS; parent conference required.</p>	<p>3 days ISS/OSS; parent conference required.</p>
	<p><b><u>NETWORK POLICY</u></b></p> <p><b><u>Violation of Network Acceptable Use Policy</u></b></p>	<p>Loss of school wide computer privileges for 2 WEEKS</p>	<p>Loss of school wide computer privileges for 6 WEEKS</p>	<p>Loss of school wide computer privileges for REMAINDER OF SCHOOL YEAR.</p>

**\* = MANDATORY EXPELLABLE OFFENSES**

Repeated referrals: Any student accumulating **8 or more referrals** during a school year will be referred to the Student Study Team for remediation and Behavior Contract or possible alternative placement.



**Appendix G District Office / Colusa Alternative Home School CSSP**

[\(Return to Table of Contents\)](#)

# In an Emergency

**Say it twice. Say it twice.**



**Lockout**



**Lockdown**



**Shelter**



**Evacuate**

<b>Standard Response Protocol – Public Address Protocol</b>	
Threat Outside	Lockout! Secure the Perimeter
Bomb	Evacuate to Egling Cafeteria  Shelter for Bomb! Drop, Cover and Hold!
Earthquake	Shelter for Earthquake! Drop, Cover and Hold! Evacuate to south parking lot when shaking is over
Fire Inside	Evacuate to the south parking lot
Fire Outside	Shelter in Silence
Chemical Spill Outside	Shelter for Hazmat! And Seal
Intruder Inside	Lockdown! Locks, Lights, Out of Sight!
Intruder Outside	Lockout! Secure the Perimeter
Tornado	Shelter in the Hallway for Tornado  Shelter! Drop, Cover and Hold!
Weapon	Lockdown! Locks, Lights, Out of Sight!



## BOMB THREAT

Procedures for bomb threat are as follows:

1. Upon receipt of a bomb threat, the person answering phone should gather as much information as possible.

If a bomb threat is received by phone:

- Remain calm. Keep the caller on the line for as long as possible.
- **DO NOT HANG UP, even if the caller does.**
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.

### Ask the caller:

Where is the bomb located? \_\_\_\_\_

When will it go off? \_\_\_\_\_

What does it look like? \_\_\_\_\_

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

What will make it explode? \_\_\_\_\_

Did you place the bomb yourself? \_\_\_\_\_

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

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

Estimate the caller's age:

Is the voice familiar? \_\_\_\_\_

If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself **ON A DIFFERENT PHONE LINE**.

If your phone has a display, copy the number and/or letters on the window display.

Write down as much detail as you can remember. Try to get exact words. If you have a recording device available, use it. Complete the Bomb Threat Checklist below immediately. Circle all that apply:

Caller's Voice	Background Sounds:	Threat Language:		
Accent	Animal Noises	Incoherent		
Angry	House Noises	Message read		
Calm	Kitchen Noises	Taped		
Clearing throat	Street Noises	Irrational		
Coughing	Booth	Profane		
Cracking voice	PA system	Well-spoken		
Crying	Conversation			
Deep	Music			
Deep breathing	Motor			
Disguised	Clear			
Distinct	Static			
Excited	Office machinery			
Female	Factory machinery			
Laughter				
Lisp				
Loud				
Male				
Other Voice Characteristics:				
Nasal	Normal	Ragged	Rapid	
Raspy	Slow	Slurred	Soft	Stutter

- Administrator in charge will call 911 or 458-7777 and reports a bomb threat has been received.

3. Administrator in charge will announce Evacuate or Shelter as appropriate.
4. If Evacuation is announced:
  - a) The fire alarm bell will be sounded by the Administration.
  - b) Students are to leave the room by single file.
  - c) Students are to stay together and go to designated area.
  - d) Last person out of the room is to turn off the lights and shut the door. (DO NOT LOCK THE DOOR)
  - e) Teacher is to take roll book.
  - f) Teacher is to take students to designated area and immediately take roll.
  - g) Teacher is to have a written list of students that are not accounted for and their possible location.
  - h) Teacher is to remain with class until the duration of the event.
  - i) Students are not to leave class/group at any time.
5. Once the event/drill has been completed a single ten second bell will sound and students may be escorted back to the classroom.

### **CHEMICAL SPILL**

#### **In the event a chemical spill occurs in the vicinity of CUSD Offices:**

1. All staff and students are to remain in the offices / classroom unless ordered to evacuate.
2. Close all doors, windows and shut off air and/or heating system. (Do not lock door.)
3. The school's power may be shut down, if deemed necessary. (Don't panic.)
4. Only use the telephone for communication with authorities directly in charge of event.

#### **In the event a chemical spill occurs within the classroom or building:**

1. Staff and students are to stay away from material spill. (Do not touch, step in, or track material.)
2. Staff and students should cover/close their mouths and noses with their shirt or a garment.
3. Staff and students are to leave the room by single file.
4. Staff and students are to stay together and go to designated emergency evacuation area.
5. Teacher is to notify Administration of spill.
6. **LOCK** the room where the spill occurred.
7. Teacher is to take roll book.
8. Teacher is to take students to designated area and immediately take roll.
9. Teacher is to have a written list of students who are not accounted for and their possible location.
10. Teacher is to remain with class for the duration of the event.
11. Students are not to leave class/group at any time.
12. A runner from the Administration will gather rolls.
13. Once the event/drill has been completed the teacher will be notified verbally and then the students will be escorted back to the classroom.

### **CRIME IN PROGRESS IN VICINITY OF SCHOOL/ POTENTIAL DANGER / WILD ANIMAL NEARBY**

Administrator will:

1. Send runners to announce Lockout! Secure the perimeter.
2. Staff should lock the door to the office / classroom. (Close any hallway doors.)
3. Staff pulls the shades/curtains in the office / classroom.
4. Students are not to be allowed to leave classroom during event.
5. Staff shall notify administration of any stranger seen on or around campus.
6. Do not use telephone except for calling administrators.
7. Runners will be used to notify building of an "all clear".

### **EARTHQUAKE PROCEDURES**

Staff and Students are to **drop** to the floor and climb under a desk, **hold** and **cover** their head at the first sign of an earthquake.

1. After the initial shock has subsided, staff and students are to evacuate the building in a single file line.
2. Staff and Students are to stay together and go to designated area, if safety permits.
3. Last person out of the room is to turn off the light and shut the door. (DO NOT LOCK THE DOOR.)
4. Teacher is to take roll book.
5. Teacher is to take students to designated area and immediately take roll.
6. Teacher is to have a written list of students who are not accounted for and their possible location.
7. Teacher is to remain with class through the duration of the event.
8. Students are not to leave class/group at any time.
9. Once the event/drill has been completed a single ten second bell will sound and students may be escorted back to the classroom.

## FIRE ALARM

### ADMIN/DESIGNEE

- initial signal
- call 911
- supervise evacuation
- handle any follow-up emergency needs
- signals all clear

### TEACHER

- bring roll book and keys
- do not lock doors, post all clear sign on door
- lead students to designated area
- take attendance
- runner notifies Admin. Assist.

### OFFICE STAFF

- follow evacuation directions

### CUSTODIANS

- report to Admin. for further direction

### OTHER CLASSIFIED

- report to Admin. for further directions

## FIRE PROCEDURES

### **SIGNAL:**

The signal for a fire or fire drill will consist of a series of **short bells** lasting duration of the drill or event, if safe to do so, runners will also be sent to announce "Fire Inside; Evacuate to South Parking lot."

1. All School personnel and visitors must leave the building immediately.
2. Students should stop talking and working and evacuate the room.
3. Students are to follow the teacher out of the building in an orderly fashion.
4. Teacher is to take the roll book and immediately take roll at designated area.
5. A single runner should bring the names of missing students to the Administration in front of the school.
6. Teacher is to remain with the class for the duration of the event.
7. Students are not to leave the evacuation site for any reason.
8. Students and teacher may return to class after all clear bell sounds (one long bell ring).

## INTRUDER ON CAMPUS

If safe to do so, runners will be sent to announce "Lockdown: Locks, Lights, Out of Sight!". Staff should also use their discretion in determining the need to lockdown the District Office.

- Staff are to lock doors.
- Turn off the light.
- Pull curtains and/or shades if possible to do so without attracting attention.

- Students and staff are to get on the floor out of sight and sit still (motion will attract attention).
- Staff should make a list of everyone in the room. Make note of anyone who is typically present at the time, but not in the room.
- If possible to do so, record events, sounds, and the times they occurred.
- Everyone should remain quiet and still. Have everyone check that cell phones are silenced. Do not use cell phones – a flood of cell calls could overload the local system and interrupt communication between District staff and emergency responders. Students may text parents as long as the process is silent and the light from their phone would not alert an intruder.
- One adult should call 911.
- Drill/event will be concluded when an Administrator or a Police officer enters the room. Do not open the door to anyone.

Prepare to spend hours in lockdown. Although the events usually end quickly, the process of evacuating the site may take some time.

**FOLLOW INSTRUCTIONS** of the police officers aiding evacuation.

**Staff should use their discretion as to the best course of action in an emergency.**

Consider barricading doors using classroom / office furniture.

Consider evacuation through windows should a violent intruder be attempting to gain entry.

Consider “Active Resistance” (fighting back) if necessary.

Refer to the **Standard Reunification Protocol** for instructions on returning students to the care of their parents.

## **MISSING STUDENT/ABDUCTION**

1. When a student is reported missing from school, the person receiving the call must notify the Principal or Assistant Principal.
2. Document the time of the report, who was making the report, and take a description of what the student was wearing.
3. Check the campus, restrooms, library and gym to be sure the student is not on campus.
4. The Principal or Assistant Principal will drive around the school area and check local businesses.
5. The Admin. Assist. will call the parents and the police will be notified.
6. The Administrative Assistant will fill out the form for “missing student.”

## PARENTAL EMERGENCY INFORMATION

If school is canceled in the morning before school starts or bus routes run, parents and staff should:

- A. Tune your radio to one of the following stations for information:
  - i. KPPL 107.5 (530) 899-3600
  - ii. KALF 95.7 (530) 899-3600
  - iii. KRCX 99.9 (530) 858-1600
  
- B. Check the district home page:  
[www.colusa.k12.ca.us](http://www.colusa.k12.ca.us)
  
- C. Call your school
  - i. Burchfield Primary School – 458-5853
  - ii. Egling Middle School – 458-7631
  - iii. Colusa High School – 458-2156
  - iv. Colusa Alternative High School – 458-2232
  - v. Colusa Unified School District – 458-7791

If my student has already left for school, what should I do?

- A. Come to the school and pick up your student.
- B. Call the school

In the event of a violent incident at one of the school sites, parents should tune to the above radio stations, or check the district web site to obtain information about where they may pick up their students. The district may also utilize an automated calling system or the reverse 911 system to get information to parents after an incident. In most cases following a criminal incident, the students will be bused off site and reunified with parents in controlled atmosphere away from the crime scene.

Refer to the **Standard Reunification Protocol** for information on how the district will go about returning students to the care of their parents.

## SCHOOL CLOSURE/FLOOD EVACUATION PLAN

In the event that the schools are closed at any point due to safety or security reasons the following procedures are to be followed:

1. Runners will alert staff explaining the circumstances.
2. Students are to remain with teacher/class at that time.
3. There will be one check-out station set up at the south entrance to the building. An Administrator or teacher will oversee the process. Parents will be called and dismissal information logged before any student is released. No staff may leave until all students are returned to the care of their parents.

Student information is to be logged on a “Student Release Log Sheet” and used as the official attendance record. When approval has been obtained, Administrator will dismiss each student. Students whose parents cannot be reached are to remain under supervision of teacher/administrators. Repeated attempts will be made until parents are reached and/or permission given to leave school.

- ***In the event of immediate threat of flooding, staff and students are to evacuate to the second floor of the District Office Building.***

## EMERGENCY CONTACT LIST

Unless otherwise stated, all phone numbers have a 530 area code.

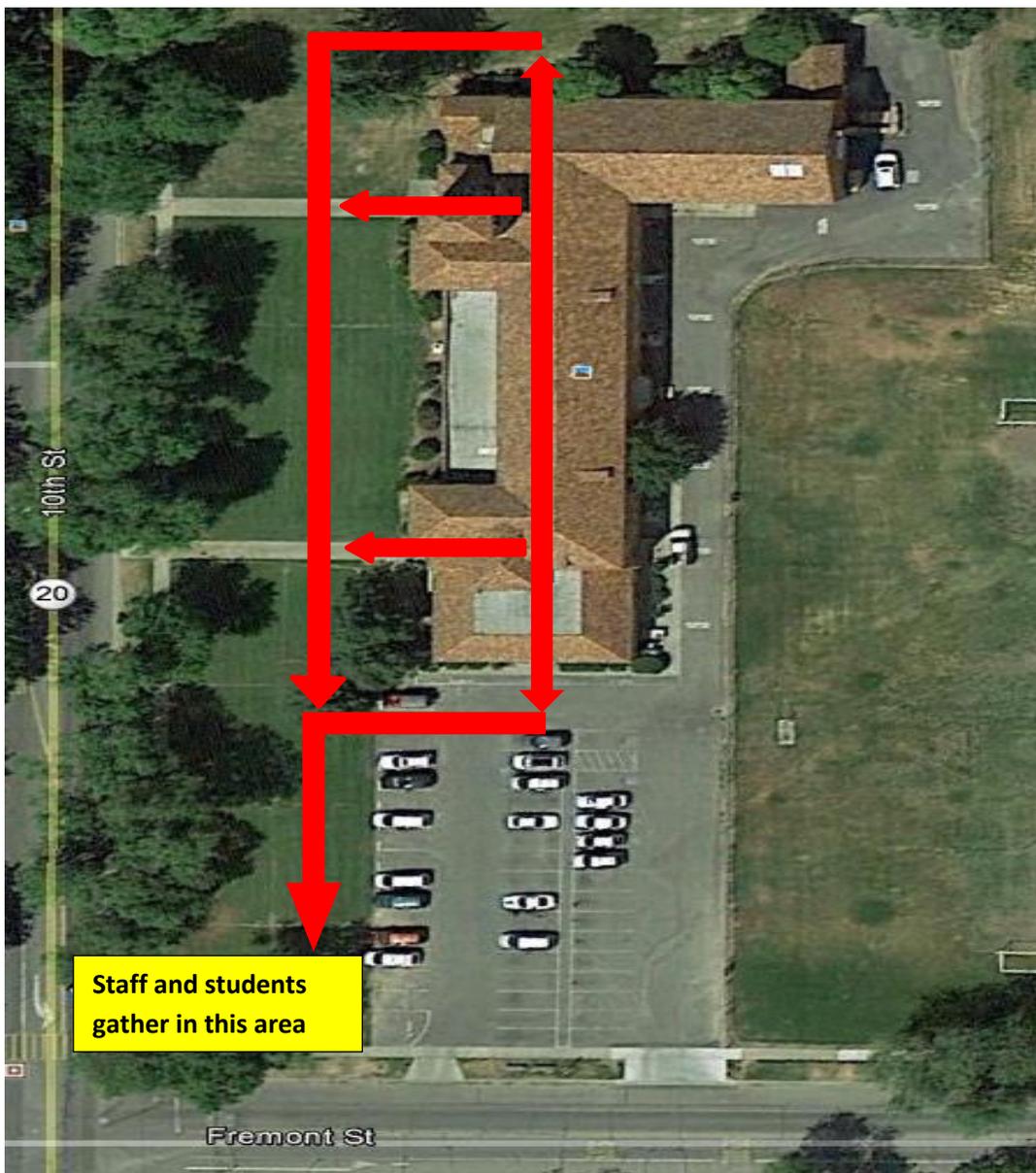
### ***School District Resources***

District security	Colusa Police Department	458-7777 / 911
Health services	Andrea Uhlenkott, R.N.	458-7791
Fire & Ambulance	Colusa Fire Department	458-2133 / 911
Social Services	Health & Welfare Admin.	458-0250
District Administration	Dwayne Newman, Superintendent	458-7791 / 434.0178
National Weather Service		(916) 979-3051
Hospital	CRMC	458-5821

### **Community Resources**

Child Protective Services		458-0280
Crisis center	California Youth Crisis	(800) 843-5200
Mental Health Services		458-0526
Poison Control		(800) 222-1222
Rape Crisis Line		342-7273
Suicide prevention line		673-8255
Amber Foundation for Missing Children		(800) 541-0777

## **District Office Evacuation Plan**



## Appendix H: Standard Reunification Protocol [\(Return to Table of Contents\)](#)



### Colusa County Fairgrounds CUSD Emergency Parent / Student Reunification Procedure

If the need for a mass reunification arises:

1. CUSD staff calls fairgrounds and informs them. Designated CUSD staff member acts as liaison between Fairgrounds staff and Incident Commander.
2. Fairgrounds staff shut and lock all gates except designated vehicle entry / exit points. Any parents who have arrived in advance should be directed to wait in parking areas.
3. Fairgrounds staff unlock doors to designated buildings.
4. CUSD personnel arrive at fairgrounds with pre-made reunification kits, tents, chairs, tables, etc. and set up.
5. CUSD personnel staff the designated vehicle entry and exit points as well as parent contact tables. They will also control parent access and direct parent foot traffic.
6. Official announcement released to public directing parents to Fairgrounds for reunification. (PD, SO, CHP direct traffic flow and assist with site security as designated by Incident Commander - direct parent traffic into designated parking areas, help maintain order at designated points.)
7. CUSD staff implement Standard Reunification Method - students safely returned to parent/guardian custody, and families' needs met.
8. When reunification is complete, actions operate in reverse to return Fairgrounds to regular operations.

Phone Numbers:

530.434.0178 Dwayne Newman

CUSD Superintendent

530.788.2673 Terry Biladeau

CUSD Maintenance, Operations and Transportation Director

925.595.4761 or 530.458.2641 ext. 101 for Fairground CEO; 530.458-2641 ext. 106 for Alternate

Colusa County Fairgrounds CEO

530.936.4532 Tony Enos

Colusa County Fairgrounds Maintenance Director

References:

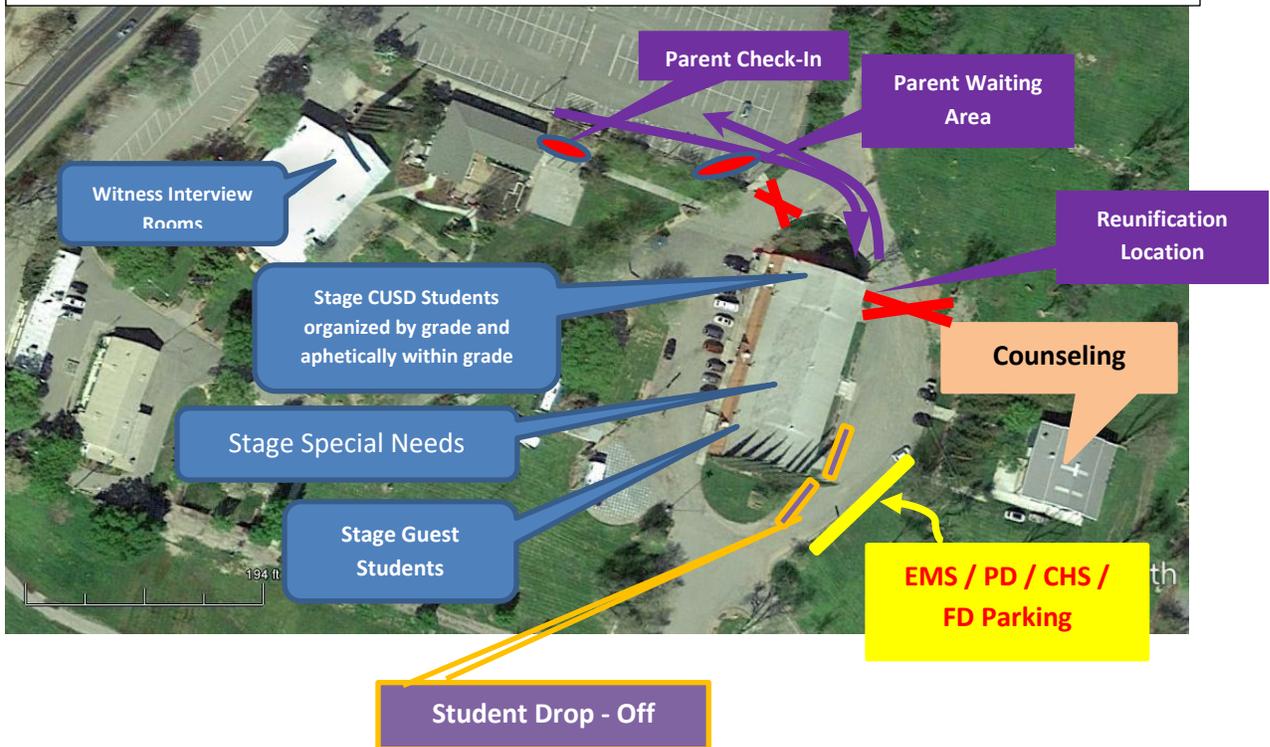
Standard Reunification Method:

[http://iloveguys.org/srm\\_guide.html](http://iloveguys.org/srm_guide.html)

Standard Response Protocol:

<http://iloveguys.org/srp.html>

## CUSD Parent / Student Reunification Plan



## Appendix I Public Information Procedures

[\(Return to Table of Contents\)](#)

### Public Information Officer Responsibilities

#### During the incident

- Keep updated on response activities, both at the DO and off-site programs/departments and the individual schools within the district
- Schedule regular press conferences, if appropriate
- Get approval of EOC Director/IC for all press releases/statements (*\*see Guidelines for Speaking to the Media*)
- Remind staff and volunteers to refer all questions from parents and/or the media to the PIO
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being made on the Section Activity Log
- Arrange for the translation of announcements and response-related information (*as needed*)
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure that the EOC Director/IC is aware of all media-related incidents

#### After incident is over:

- Release PIO staff and volunteers when directed by EOC Director/IC
- Return all equipment and reusable supplies to Logistics
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Recordkeeping Team
- Sign out with Liaison Officer and leave contact information in case you need to be reached

#### Equipment Needed:

- District Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- AM/FM Radio (w/batteries)
- Walkie talkie/FRS
- Clipboard and paper
- Pens/Sharpies/Dry Erase Markers
- Scotch tape/masking tape/duct tape
- Scissors
- Site maps and regional/neighborhood maps
- List of Media Contacts
- Job Description Checklist
- List of schools within the district and contact information
- Newsprint or dry erase board and portable easel
- "Media Here" Sign
- Sample Press Release
- Section Activity Log
- Guidelines for Speaking to the Media
- Joint Information System for Schools

### Guidelines for Speaking to the Media

When speaking to the media about school related emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on the *current*** situation
- **Speak about the resources** being utilized in response activities
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- **Do not use** the phrase “no comment”
- **Set up** press times for updates
- **Control** media location

**\*\*SAMPLE PRESS RELEASE\*\***

Event: EARTHQUAKE

Date: MARCH 1, 2006

Release #: 001

Time: 8:00 A.M.

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO  
THE DOWNTOWN **Name of City** AREA

**FOR IMMEDIATE RELEASE**

**EXAMPLE.....At 5:25 a.m. on March 1, 2006 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the **Name of City** area. There are no reports of injuries or damages available at this time. The public is asked to remain clear of the downtown area to allow emergency responders to access the area.**

**Schools within the district are instructed to call in to the **Name of District** Office to report any damage or injuries to their own buildings or their school sites following established reporting procedures.**

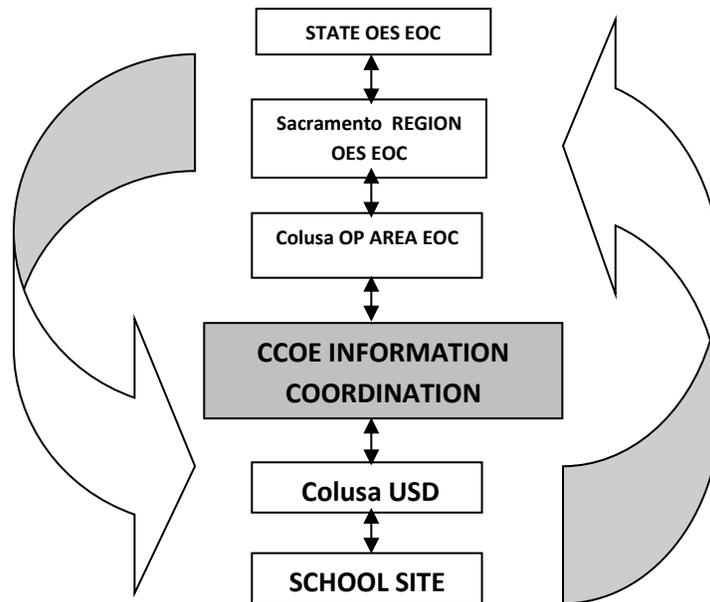
**Due to the magnitude of the earthquake and the damage throughout the county, the Sonoma County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by called the Op Area EOC Hotline at 565-3856.**

**Further details will be provided when available.**

**Next Scheduled Release: As needed**

## **JOINT INFORMATION SYSTEM (JIS) FOR SCHOOLS**

***(Joint Information Center (JIC) at CCOE)***



**PROPOSED PROCESS:**

1. Incident occurs at a school site
2. School communicates with their District Office
3. District Office (Superintendent/Designee) communicates with CCOE to provide information regarding situation and to report school closures, damages, injuries or deaths
4. CCOE will communicate with Schools' Rep in Colusa County Op Area EOC
5. Schools' Rep in Op Area EOC will coordinate information and maintain communication with CCOE
6. CCOE will maintain an up-to-date report on the incident status throughout the county
7. Colusa County Op Area EOC coordinate any response activities and will provide information to the public via the media

**\*NOTE:** If an incident occurs during non-school hours, District Superintendent or designee is responsible to call the County Superintendent of Schools at home (530) 458-2203. If Superintendent is not available, call Tina Maxwell, Executive Administrative Assistant (530) 458-2902.

If an incident occurs during school hours, District Superintendent or designee is to call CCOE at (530) 458-0350.

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## Other Information

[\(Return to Table of Contents\)](#)

# APPENDIX J

## RECORD OF PLAN CHANGES

Change Number	Date Change Approved	Name of person making the Change

## APPENDIX J RECORD OF PLAN DISTRIBUTION

Date	Recipients	Delivery Method