

# Delta Elementary Charter School



***36230 North School Street***

***Clarksburg, CA 95612***

## **COMPREHENSIVE SCHOOL SAFETY PLAN**

**2022-23**

Prepared by School Safety Committee

School Safety Committee:

**Amanda Zimmerman, Principal**

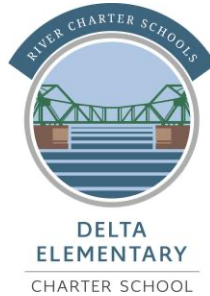
**Samantha Zamarripa, Office Staff**

**Nichole DePaolo, Teacher**

**Stacy Cornelsen, Classified Staff Member**

**Tomas Bennett, Maintenance and Operation**

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**2022-2023**

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# **INTRODUCTION - SCHOOL PROFILE**

Delta Elementary Charter School (DECS) is located in the town of Clarksburg, California. Our enrollment in grades TK-6 is 394 students. Our school is one of two schools in the River Charter Schools organization.

At Delta Elementary Charter School, we pride ourselves on maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school which support our efforts to provide a safe, positive, orderly, school environment conducive to learning.

## **School Crime Status and Reporting**

The Principal, teachers, and support staff supervise the school campus throughout the day and at all school extracurricular activities during after- school hours. The school works closely with the Yolo County Sheriff's Department and Sacramento County Sheriff's Department to assist with safety issues, as needed. We are committed to creating the safest possible environment for students, staff, and families.

Generally, serious discipline at DECS are few in number. Staff members handle minor classroom discipline issues within their classroom management plan and make contact with parents, when necessary. All major discipline is dealt with by administration.

## **Personal Characteristics of Pupils**

DECS has an enrollment 394 pupils. We have 29% of our student population enrolled in the free and reduced lunch program, and this key indicator is used to determine low socioeconomic status of our pupils. 10% of our students are English Language Learners. The ethnic makeup of the pupil population is 41% Hispanic, 49% Caucasian, and 10% other races.

There are small changes in enrollment each year due to incoming and graduating classes. Our population is, overall, very stable and predictable. As a charter school, we are considered a school of choice, serving students from a large geographical area including the local Delta, Natomas, West Sacramento, Sacramento, Elk Grove, and Davis.

## **The Schools' Location and Physical Environment**

Delta Elementary Charter School is located on the Sacramento Delta in the small town of Clarksburg. The immediate area surrounding the school includes single-family homes, surrounded by rural farmland and sloughs. Our campus is fully enclosed with an 8-foot fence and locking gates that are open when school is in session.

## **Description of School Grounds**

DECS is a fenced campus with many gated access points. The buildings all have external doors. There is a play structure and large playfields for sporting activities located behind the school. Both of these areas are not fenced and are accessible to the public.

During the school day, staff members provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

## **Maintenance of School Buildings/Classrooms**

The school's physical facility is maintained and well kept. School personnel and consulting contractors periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety. We have not had any graffiti or vandalism to date.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils are encouraged to take pride in the appearance of the school.

## **Internal Security Procedures**

All DECS classrooms maintain and post emergency procedure folders and flip charts for reference. A copy of the school's sexual harassment policy is available in the main office and is available upon request. This Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the *Parent & Student Handbook*. The parent student handbook is distributed at the beginning of each school year to all parents and pupils.

Included in this Safe School Plan is a site map established by the School Site Council indicating safe entrance and exit areas for pupils, parents and school employees.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, must register in the main office prior to entering further into any school building or grounds when school is in session. District employees, not assigned to DECS must wear appropriate identification badges while on campus conducting business.

Discipline procedures shall focus on finding the cause of problems and using the Restorative Justice model for reflection and forgiveness. The school's discipline plan begins at the classroom level. Teachers shall use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. At DECS we also use a positive discipline approach to assist in desired behavior.

The site administrator contributes to a positive school climate, promotes positive pupil behavior, and helps reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment. A resource officer from Yolo County Sheriff's office visits campus and helps with staff needs when called. DECS employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

### **Inventory System – Engraved ID, Security Storage**

All school-site equipment has our school name written on it including technology. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

## **Introduction**

# **DECS Safety Strategies 2020-2021**

Safe schools are positive, orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. DECS promotes educationally and psychologically healthy environments for all students and youth. We recognize there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Safe school practices make major contributions to academic success and school improvement efforts. Our safety committee meets regularly to review results of the process and improvement of our safety drills and strategies.

The following strategies incorporate an expansive range of strategies and programs to support our safe and secure school environment:

## **SCHOOL SAFETY STRATEGY #1:**

*Positive pupil interpersonal relations are fostered by teaching social- personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues of prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.*

### **Preventing and Intervening: Pupil Aggressive Behavior**

Creating a safe school requires having in place many preventive measures for student's mental and emotional problems. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

At-risk pupils are identified in their school career using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed and documented aggressive behavior, (c) teacher observation and (d) Student Study Team meeting

### **Mental Health Programs**

DECS identifies students in need and brings forth the student and the family to the school's student study team. In incidences of possible suicide, school/district psychologist or police crisis response units shall be contacted. Counseling services have been made available to students upon referral through Yolo County Family Services. DECS also has a variety of social and emotional curriculum that aides in self-confidence and dealing with emotional. DECS also employs a school counselor and social worker 3 days a week to assist staff, students, and families in need of mental health support.

## **Professional Development**

Delta Elementary Charter School provides professional development for teachers, parents, and community members. Before the 22-23 school year, DECS send two staff representatives to the International Institute for Restorative Practices. These staff members used their training to provided additional professional development to all staff throughout the school year. Amongst the goals of such programs are to help others establish and nurture a healthy sense of community and social responsibility, and to enhance academic success.

## **SCHOOL SAFETY STRATEGY #2:**

*Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.*

## **Nondiscrimination and Fair Treatment of Pupils**

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including students, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and
- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the Parent Student Handbook is provided to each parent/student annually or upon enrollment. This handbook includes information pertaining to student rights to physical safety, to the protection of personal property, to respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The River Charter School's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

## **Discipline Policy and Code**

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching of social problem solving and social decision-making is now a standard feature of effective bully, and violence prevention programs.

DECS uses a school-wide discipline matrix that clearly communicates the behavioral expectancies and consequences for pupils. Our school has also developed plans to promote positive behaviors in the classrooms, lunchroom, hallways, and assembly areas. DECS has recently been trained and is in the



implementation of PBIS (Positive Behavior Intervention and Supports) for Tier 1,2, and 3 behaviors.

### **SCHOOL SAFETY STRATEGY #3:**

***Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.***

#### **Parent/Guardian Involvement**

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

DECS:

- Effectively uses the School Site Council.
- Notifies parents about and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Provides monthly newsletters to parents with all grade notifications.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Holds parent town-hall meetings to address student concerns as needed
- Provides yearly opportunities for Teacher-Parent conferences.
- Utilizes an "all call" system to communicate via phone messages with all parents on a weekly basis.

#### **Problem Solving Teams**

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Building collaborative problem-solving teams are essential to successful prevention and intervention with aggressive behavior. DECS utilizes a Student Study Team to help address issues of problem behavior as well as academic concerns. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns.

## **Community Linkages**

When working with parents and students with specific issues, the staff will provide information to the families regarding available community resources. The staff shall work closely with recognized local city, county, and state agencies.

## **SCHOOL SAFETY STRATEGY #4:**

*Specific employees use unique strategies to promote school safety.*

## **Administrative Positions**

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

DECS has a dedicated staff whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal makes herself available for a pupil and/or parent to safely report troubling behaviors that may lead to dangerous situations. Effective and trusting relationships between the administration, teachers, and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

## **Campus Disturbances and Crimes**

We recognize that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area (new PA system, door “locks”, practice drills, etc.). If an emergency were to occur, the situation would be assessed by administration and staff would be informed in a timely manner of the procedure they should follow.

## **Visitors and Disruptions to Educational Process**

Access to school grounds is limited and supervised on a regular basis by school administration, teachers, and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately before entering further into any school building or grounds when school is in session.

Furthermore, the principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct including disturbing the peace.

## **SCHOOL SAFETY STRATEGY #5:**

*Effective procedures will be followed to maintain a safe physical school site.*

### **Enhancing Physical Safety Practices**

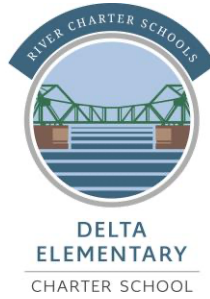
DECS enhances the physical safety of our campus by having adults visibly present throughout the school, especially during recess and in the cafeteria. The Principal also maintains a vigilant presence throughout the day including recesses and lunch.

The following practices enhance the physical safety of our campus:

- DECS is a closed campus, where pupils must have permission to leave the campus during school hours.
- DECS has a PA and alarm system.
- Keeping buildings clean and well maintained.
- Maintenance of a complete list of staff members who have keys to building(s).
- Classroom phones maintain two-way communication between the front office and each classroom.
- All staff members carry two-way radios for immediate communication and assistance.



# **Delta Elementary Charter School**



## **SITE EMERGENCY PLAN**

**Safety Plan 3/1/2023**

**Approved by:**

**Amanda Zimmerman, Principal**

**Date**

## Evacuation Drill

*This procedure is to be used for fire drills or for any purpose in which we need to vacate all buildings safely.*

- 1)The 'fire alarm' signal sounds (repeated loud signals)
- 2)All students line up to exit QUIETLY in a single file line from the classroom to the designated area for evacuation. Students should not take backpacks with them.
- 3)Teachers take the **RED EMERGENCY BACKPACK** with them as they exit (it will have roll sheet, pencil, green/red cards, emergency cell phones, evacuation map). Teachers should also take their neon vest, radio and personal cell phones and leave the door to the classroom **CLOSED AND UNLOCKED** with the lights off.
- 4)Students proceed in a single file line to the designated evacuation area and stay in that line facing away from the buildings for the duration of the drill/emergency.
- 5)Teachers take roll and confirm that all students are present holding up your **GREEN card; a RED CLIPBOARD/CARD** to be held up to communicate to the section/area leader that there is a problem or someone is missing. (Take off card off of clipboard and hold up)
- 6)Area/section leaders report "all clear" to administration (the teacher cell phone tree may also be used for communication)
- 7)Everyone re-enters the building at the "all clear" signal (a regular bell).—OR they wait for additional instructions to be given if buildings cannot be re-entered.
- 8)During the entire drill and the return to the classroom, students should be quiet and orderly in case further directions must be given.
- 9) ART/MUSIC-

**CLOSE DOORS BUT PLEASE DO NOT LOCK**

## Lock-Down Drill (Dark and Silent)

*This procedure is to be used if there is a need to secure classrooms from an outside threat and students need to be secured inside classrooms.*

1) You will hear a voice announcement by the principal over the radio system: **“THIS IS A LOCKDOWN DARK AND SILENT. LOCK YOUR DOORS, CLOSE YOUR WINDOWS.”** This will be repeated 3 times.

2) All doors should be locked and blinds closed.

\*Sweep in any students or staff who may be outside  
your classroom\*

3) Account for all members of the class who are present that day as well as additional students or staff who may be present in your room.

4) Students should be sitting or lying on the floor AWAY from doors and windows if possible, preferably under desk.

5) Fill out the Lockdown Google Sheet

6) Phone lines and radios are to be kept clear for administrative calls into the room.

7) Wait for the radio announcement to let you know the lock down has ended or to give you further information. The end of lock down will be signified by the announcement: “All clear. Lockdown is clear.”

## **Lock-Down Drill (Continue to Teach)**

***This procedure is to be used if there is a need to secure classrooms from an outside issue and students need to be secured inside classrooms. (Such as a stray dog on campus, swarm of bees, non-school related police activity in area)***

1) You will hear a voice announcement by the principal over the radio system: **“THIS IS A LOCKDOWN. LOCK YOUR DOOR CONTINUE TO TEACH ”** This will be repeated 3 times.

2) All doors should be locked and blinds closed.

\*Sweep in any students or staff who may be outside  
your classroom\*

3)Account for all members of the class who are present that day as well as additional students or staff who may be present in your room.

4)Students continue to sit at desks and teachers can continue to teach. Students may not leave the classroom during this time. All persons stay inside a locked classroom.

5)Fill out the Lockdown Google Sheet\_

6)Phone lines and radios are to be kept clear for administrative calls into the room.

7)Wait for the radio announcement to let you know the lock down has ended or to give you further information. The end of lock down will be signified by the announcement: "All clear. Lockdown is clear."

### **All-In Drill**

*This procedure is to be used for any purpose in which we need to bring students in from outside to keep them safe indoors behind locked doors.*

1)You will hear a voice announcement by the principal over the intercom radio system: "All students go directly to an open classroom." This will be repeated 3 times. All Staff will also BLOW WHISTLES.

2)All staff/personnel will open the nearest exterior door and direct all students to the nearest open doors for entry. Teachers should not unlock their classrooms if not in near proximity, but go into the nearest open classroom door.

3)Classrooms will then be locked, and shades need to be down, students should be sitting on the floor AWAY from doors and windows if possible, preferably under desk.

4)Phone lines and radios are to be kept clear for administrative calls into the room. The teacher cell phone tree should be used for CRITICAL communication.

5)Emergency buckets are located in each classroom, please use in an emergency.



6) Wait for PA announcement stating that the All-In drill has ended or to give further information. The end of the all in drill will be signified by the announcement: "All clear. All students proceed in a straight line back to their classroom."

### **DECS Emergency Drill Procedures**

Conversation about upcoming Emergency Drill Practices: It is important to take all these drills seriously, since this is how we know what to do in a real emergency. It is very important to practice each of the emergency drills as if it were a real emergency-Listen to the adult in charge and quietly follow the instructions.

We will continue to practice these 3 drills throughout the year so that we are prepared in case of a real emergency.

- Evacuation drill: exiting the building for fires, hazardous materials, etc.
- Lock down drill: Locking and securing classrooms for danger outside the building such as weather, an earthquake, or a dangerous person on campus.
- All In drill: takes place when students are outside of classroom (P.E., recess, lunchtime) and must get inside quickly to avoid danger such as sudden storm, hazardous materials, or a dangerous person on campus.

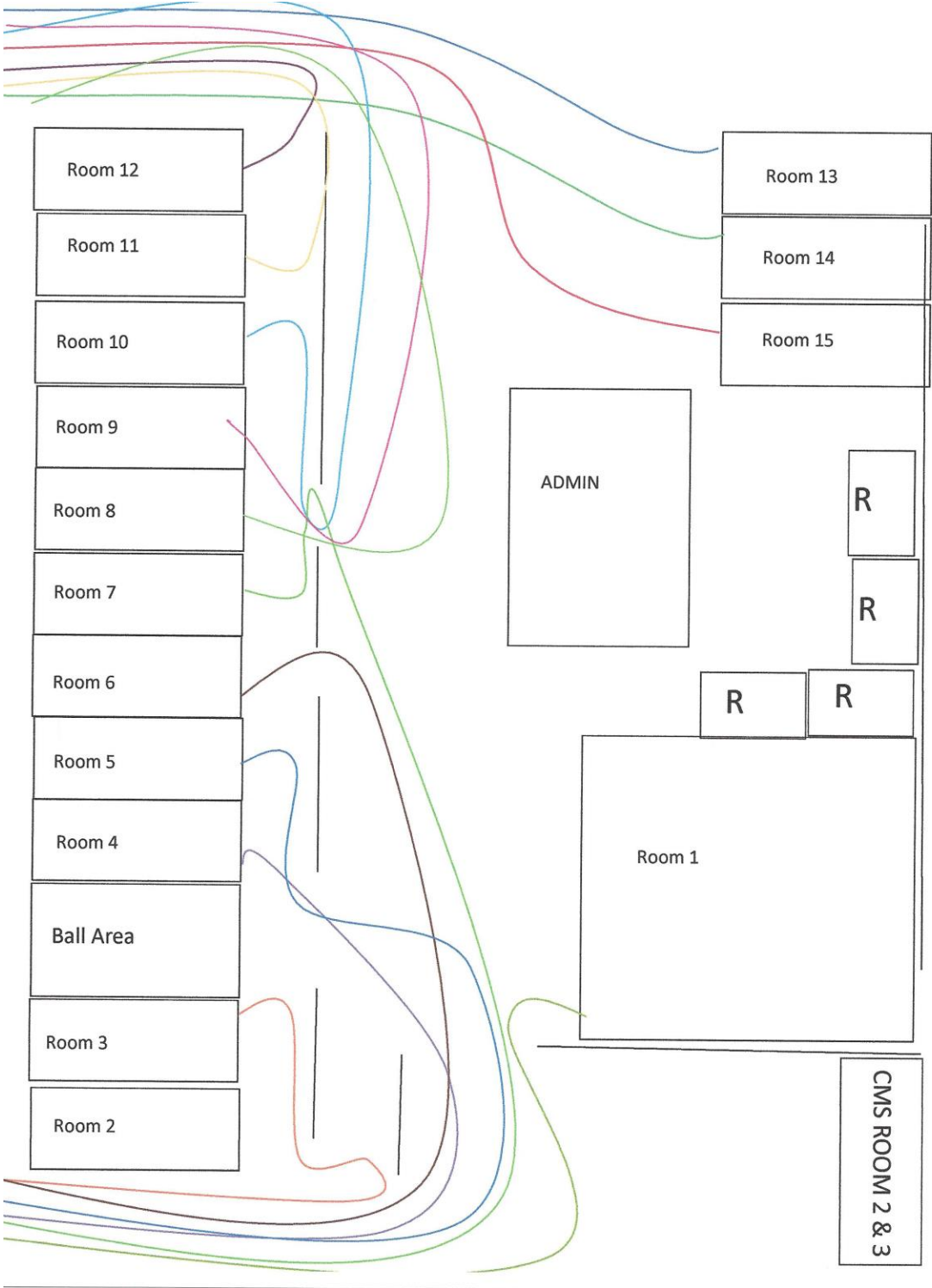
#### **Description of each drill**

■ **Evacuation Drill:** this is like a fire drill that we have often practiced. All classes exit quietly and in a single file line from the classroom to the designated area. Students wait in a single file line until the teachers tell them they can go back inside the building.

■ **Lock Down Drill:** this drill is to be used if there is a need to secure the classroom from outside danger. You will hear a voice announcement on the intercom system saying "please lock down and secure all classrooms." This will be repeated 3 times. All doors should be secured and blinds closed. Students should move away from the windows and sit on the floor out of view, preferably under desk. Wait for the announcement that the lock down has ended before opening your classrooms.

- **All In Drill:** This drill is to be used if the students are outside at recess or lunch and need to quickly get inside a building. An intercom system announcement will be made saying “All students go directly to the nearest open classroom. Please lock down and secure all classrooms.” This will be repeated 3 times. Teachers and staff will open the nearest doors and hold the door open for the students to go in. Students should go into ANY open door, do not try to go to your classroom if the door is closed. Get into the first open door near you.

# Site Evacuation Map



# **EMERGENCY PREPAREDNESS GUIDELINES**

**REVIEW THE CONTACTS CAREFULLY  
FOR IMMEDIATE HELP IN LIFE OR DEATH SITUATIONS CALL 911**

## **Calling 9-1-1**

### **When to Call 911:**

- In a life threatening or life and death emergency
- When you must have help immediately and cannot contact a site administrator/manager

### **How to Call 911:**

- Dial 9-1-1
- If on landline 9-9-1-1 (must dial a 9 to make outside calls)

### **Give Information:**

- Phone numbers from which you are calling from
- Specific address and directions to the victim/emergency
- Description of emergency, victim's condition, what happened
- Your name
- **Be ready to have someone meet emergency crews and lead them to the scene**
- **DO NOT HANG UP! Stay on the line until told to hang up**

## **COMMUNICATION DURING MAJOR EMERGENCIES DISTRICT CONTINGENCY CENTER**

**District Office- 445 Montezuma Street-Rio Vista, CA 94571**

**(707) 374-1700 (voice) – (707) 374-2995 (fax)**

**Cells: (916) 417-3408 or (916) 417-3411 – Facilities Administrators (707) 374- 1708**

- Will be open in the event of an emergency
- Sites are to communicate through the Center
- Refer all MEDIA contacts to the Center
- Use district telephones as primary means of communication
- Use cell phones, fax lines, radio or ham operators as alternate means
- Refer to site emergency cards or telephone tree to contact staff and families

## **COMMUNICATION DURING MAJOR EMERGENCIES**

Upon a major emergency the school principal will call and walkie both the middle and high school to make them aware of the situation. In the absence of the principal an office clerk will communicate with both CMS and DHS. The school principal will be the designated person to call 911 in an emergency situation. With the absence of the principal, the office manager will make the call. If both are out, the office clerk will call.

## **GENERAL INFORMATION-SIGNALS**

The site administrator/manager will take appropriate emergency action to save lives and mitigate the effects of the disaster by accomplishing the following:

- Lead students/staff to safety
- Communicate with parents and authorities
- Render appropriate first aid
- Maintain student/staff morale

### **BASIC EMERGENCY SIGNALS:**

Emergency signals generally will be electronic. Other means of communication may be used, such as, a whistle, bull horn, intercom, voice. There are two emergency signals that should remain standard in emergency situations:

<p style="text-align: center;"><b><u>“TAKE COVER”</u></b> Standard air raid siren or long fire bell</p> <ul style="list-style-type: none"> <li>• Find nearest safe shelter</li> <li>• Take cover (if earthquake; under desk or table)</li> <li>• Lock doors and windows</li> <li>• Stay away from windows, light fixtures</li> <li>• Wait for further instruction</li> </ul> <p>Some situations that may use this signal are: -harmful intruder, earthquake, chemical spill</p> <p><b>NOTE:</b> Sites may adapt their own Emergency Signal as needed</p>	<p style="text-align: center;"><b><u>“EVACUATE”</u></b> Fire signal or cadence bell</p> <ul style="list-style-type: none"> <li>• Leave building quickly and in orderly fashion</li> <li>• Use posted exit routes, primary or alternate (on room wall)</li> <li>• Assemble in pre-determined assembly area or where directed</li> </ul> <p>Some situations that may use this signal are : -fire, explosions, bomb threats</p>
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## GENERAL INFORMATION-SIGNALS

### FIRE

- Evaluate area according to posted evacuation routes
- Shut doors
- Call 911-or- if on land line 9-911
- Give exact address, location, and directions to fire
- Have someone prepared to meet response vehicles/personnel to direct to fire
- If no phone, send messenger to school office
- Extinguish small fires; if safe
- Keep all students/staff away from area
- Assemble in determined fire drill assembly area
- Take role and notify site administrator or manager of absent and injured students or staff
- **DO NOT RE-ENTER BUILDING until directed to do so by authorities or bell system**
- Notify superintendent
- Report **ALL** fires to maintenance department
- Leave fire scene undisturbed pending investigation. **THIS IS ESSENTIAL!**

#### DISTRICT ACTION:

- Dispatch maintenance to fire emergency
- Maintenance Director, Chief Business Officer will coordinate with local authorities and agencies (fire, police, utility, etc.)
- Secure area for investigation, clean-up and repair

### FLOOD

- Immediately evaluate area to nearest levee
- Call 911-or- if on land line 9-911
- Give exact address, location, and directions to evacuation area
- Have someone prepared to meet response vehicles/personnel
- Take role and notify site administrator or office manager of absent and injured students or staff
- Notify superintendent
- Do not go back to campus unless approved by emergency personnel

#### DISTRICT ACTION

- Activate District Emergency Plan
- Maintenance will organize and assess damages secure utilities in cooperation with local and government agencies
- Maintenance will lead recovery effort

## UTILITIES

### MAJOR SYSTEM(S) FAILURE: GAS, ELECTRICAL, PHONE, WATER

#### Power failure:

- Contact site administrator who should notify maintenance and appropriate community agency
- Contact superintendent

#### Downed power lines or broken gas main:

- Evacuate the area away & upwind from leaks. Do not touch or move any power lines
- Call maintenance and appropriate utility agency

#### Main phone failure:

- Use nearest operational phone (pay phone, cell phone, local residence) and call the superintendent's office

#### Water service disruption:

- Discontinue use of water facilities
- Contact maintenance department

#### DISTRICT ACTION:

- Dispatch appropriate maintenance personnel to site
- Establish emergency communications as necessary
- Coordinate emergency response from Transportation, Food Service, etc.
- Act as liaison with utility agencies

**NOTE: Reduction of school day or closure of a school can only be made with approval of the Superintendent or designee**

## UTILITIES: MAJOR SYSTEM(S) FAILURE

### EARTHQUAKE

#### SITE ACTION:

Warning may be when the earth begins to shake: a warning signal may not be possible. This may require putting site emergency plant/teams into action. **Inside Building:**

- Follow "Duck and Cover" routine (Drop, Cover, Hold)
- Stay away from windows, overhead fixtures, and falling items

- Crouch under solid cover (desk, table, or doorway)
- Cover head with arms, protect face
- Remain calm
- Avoid exposure wires, pipes, or other hazards
- Assess the situation when shaking has stopped
- Evacuate quickly and calmly
- If safe, get away from structures
- Take note of absent/injured and assist as directed
- **DO NOT RE-ENTER BUILDING until damage and safety is assessed**
- If known, disconnect electrical controls and turn off gas
- Notify Superintendent and Facilities, Maintenance & Operations Department

### **Outside Building:**

- Move away from structures, power lines
- Be prepared for aftershocks
- Report to pre-determined assembly areas, if possible
- Cover head with arms, protect face
- **DO NOT RE-ENTER BUILDING until damage and safety is assessed**

### **DISTRICT ACTION**

- Activate District Emergency Plan
- Maintenance will organize and assess damages secure utilities in cooperation with local and government agencies
- Maintenance will lead recovery effort

## **HARZARDOUS MATERIAL – CHEMICAL SPILL**

A chemical spill could be a potentially life-threatening disaster whether from a spill of chemical(s) on school grounds or more likely, from overturned truck or train close to a school's grounds. Winds may carry fumes rapidly. Notification from fire/police department may or may not precede the spill effects. Take the following action:

### **SITE ACTION:**

- **BE CAUTIOUS**
- **Do not attempt to smell, touch, taste any material**
- **Do not be hasty in action. Assess possible harm first**
- Site administrator/manager determines whether student/staff should leave or set up a shelter-in-place
- When signaled, move calmly and orderly to shelter-in-place assembly area
- Generally, this site will be pre-determined. The shelter should offer maximum protection from air borne chemical effects. Tape windows, doors.



- Shut off heaters and air conditioners
- If spill is limited to ground contamination, secure area (barricade) and keep personnel away
- **Call 911-or-if on landline 9-911 for emergency assistance**
- If evacuation is ordered, more quickly, calmly and orderly UP (uphill, upwind, upstream) to lessen exposure possibilities
- Render first aid as necessary
- Notify Superintendent
- **DO NOT RETURN to contaminated site until direction from a competent authority is given**

**Minor Spill:**

Consult Material Safety Data Sheet (MSDS) if product is known and proceed according to direction. Call maintenance department for support

- Log any incident. Keep written report, records

**DISTRICT ACTION:**

- Coordinate emergency support of site, students and personnel
- Maintenance will assist in response when appropriate
- Superintendent of District Contingency Center will handle all media contacts

**CRIME SCENE - HARMFUL INTRUDER – ABDUCTION – HOSTAGE**

**SITE ACTION:**

- If a crime scene is imminent, institute “Duck and Cover” or “lay down flat”
- Shut and lock doors, windows, secure entrances, pull drapes
- Call 911 – or- if on landline call 9-911
- Instruct all students, staff to remain inside until given further direction by law enforcement authorities
- Evacuate calmly and quickly ONLY after being directed to do so by Police or competent authorities
- Notify site administrator/manager who will contact superintendent
- Remain calm and alert
- In a critical incident, DO NOT evaluate or judge: DO listen to suspect, and DO allow suspect to ventilate
- Log information- write down as much as possible about incident, suspect, situation, timing
- isolate area if possible
- Refer all media and parent to superintendent Stephen Lewis

**DISTRICT ACTION:**

- Set up district contingency center and other emergency measures as necessary
- Support and coordinate with legal authorities
- In attempted abduction, superintendent or designee will notify other schools in the area and direct a “parent alert notice” to students at affected school

**BOMB THREAT**  
**DO NOT TOUCH OR REMOVE ANY SUSPICIOUS OBJECT(S)**

**SITE ACTION:**

**Staff member receiving bomb threat:**

- Gather as much information about caller/source as possible
- Write down exact responses to questions
- Note voice (gender, age, tone, emotion) and background sounds
- Let source do as much talking as possible
- Ask specific questions, when, where, who (name), what, why, how

**Site Administrator/Manager:**

- Assess information and determine whether or not to evacuate building(s)
- Notify appropriate law enforcement of event and action
- Direct volunteer teams to conduct rapid search or predetermined areas
- **DO NOT TOUCH OR REMOVE ANY SUSPICIOUS OBJECT(S)**
- If item is found, evacuate area to a minimum of 300 feet
- Secure area, notify appropriate authorities
- **DO NOT USE RADIO OR ELECTRICAL DEVICES**
- Re-enter only upon authority’s direction
- If evacuation is ordered: carry out similar to fire drill and go to far corner if school grounds
- Keep appropriate document (report) of event

**Teacher Action**

- Stay with class and take roll, note missing/injured or absent students
- If not with class, report to site administrator/manager
- **DO NOT ALLOW STUDENTS TO TOUCH OR REMOVE ANY SUSPICIOUS OBJECT(S)**
- **DO NOT USE RADIO OR ELECTRICAL DEVICES**

**DISTRICT ACTION:**

- Serve as Communication Center
- All media contact will be directed to superintendent’s office of District Contingency Center

## **WATER CONTAMINATION**

### **SITE ACTION:**

- If water contamination is suspected or has been verified, the site administrator/manager will instruct teacher/managers to move students/staff away from drinking fountains or sinks.
- **DO NOT DRINK OR UTILIZE CONTAMINATED WATER**
- Notify superintendent; Stephen Lewis

### **DISTRICT ACTION:**

- Dispatch maintenance personnel to the scene
- Arrange for portable water as required
- Notify Water Quality Control Board
- Notify utility or appropriate county health agency

## **WATER CONTAMINATION**

All incident of food-related poisoning is defined as a cluster of individuals who report indicative symptoms following the consumption of food items from a common source.

### **SITE ACTION:**

If food poisoning is suspected, the site administrator /manager will issue an order to cease all food services operations.

- Notify food services supervisor, who will take appropriate measures
- Refer all suspected food poisoning cases to site administrator/manager, or in critical cases, call 911 or if using land line 9-911 and report the incident
- Notify superintendent.

### **DISTRICT ACTION:**

- Notify Count Health Department
- Dispatch food service supervisor
- Keep the superintendent and appropriate personnel informed of all activities

## **EMERGENCY ORGANIZATION CHART**

### **PRINCIPAL**

Amanda Zimmerman (916) 300-5673

### **SUPERINTENDANT**

Matt Taylor (916) 801-0587

**CHIEF BUSINESS OFFICER**

Peter Stone (916) 744-1956

**MAINTENANCE, OPERATIONS & TRANSPORTATION**

Tomas Bennett (916) 591-5414