

Comprehensive School Safety Plan

2020 School Year

School: ELITE Public Schools
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District: ELITE Public Schools
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 Vallejo, CA 94589
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Approved by:

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 100 Whitney Drive Vallejo, CA 94589.

Safety Plan Vision

It is a priority of the administration and staff of ELITE Public Schools that every student who attends our school is in an environment in which the students not only feel physically safe, but also experience a positive school climate in all activities both in and out of the classroom. Our administration and staff desire to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Administration encourages staff to teach students the meaning of equality, human dignity and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct. Our school promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff receives training which implements and supports conflict resolution.

Components of the Comprehensive School Safety Plan (EC 32281)

ELITE Public Schools Safety Committee

Appropriate Student & Staff Relationships: It is important to build relationships with students that are professional and appropriate. Healthy relationships with students help to establish trust, and give the staff members an opportunity to talk with students one on one to prevent and identify challenges, barriers and obstacles students may be having.

Administrative Support: Staff cannot be effective unless they know they have support from the administration. Faculty and staff must reinforce this inside the building so that everyone feels supported and safe.

Cleanliness of Building: Our school building must be clean both inside and outside. Staff must model the behavior by picking up litter that is on the ground and working with their operations staff to ensure a clean environment.

Crisis Management Plans: Staff must ensure that drills and opportunities to practice the plan are implemented. Administrators stress that staff follow the plan, and offer opportunities to practice so that in the event of an incident all staff will know how to respond.

School Pride: A well-established level of pride is evidence at the time a visitor walks in the building. This includes, the friendliness of staff, an organized and clean front office, student work displayed, billboards that reflect the correct information, etc.

School Uniform Policy: The school uniform policy is fair, firm and consistent. This process is established at the beginning of the school year; and be a part of the school culture and not utilized as a management tool to target certain students.

Student Pass Procedures: Student management and supervision is critical in any school environment, knowing where students are at all times will help to reduce school related incidents. Ensuring that all staff is implementing an effective student hall pass procedure will reduce the opportunity for students to misbehave during non-supervised times.

Staff Meetings: Staff meetings are an opportunity for school administrators and staff to learn critical information to assist them in the management of the building and the management of a potential crisis. It is designed to bring the latest information and best practices to all staff members.

Positive Behavior Intervention Support: (P.B.I.S) Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports a student needs to be successful in school. Students receive positive referrals/acknowledgements for exhibiting expectations. Staff refer to expectations when redirecting students. Staff should utilize positive reinforcement and positive language when engaging with students.

Perimeter Patrols: All faculty and staff are to keep a watchful eye on the school environment. Checking risk areas of the school including bathrooms, doors, parking lots etc.

Restorative Practices: A strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. Restorative Circles can be utilized to build community, check in with students, and resolve student/staff/parent conflicts.

Incident Reports: An official school record of a school related event reported to school officials and maintained as a record of events.

Mandated School Security Trainings: Each year, staff participate in security training programs that trains all school staff in the best practices of school safety and security.

Nutrition Services: The schools meals program ensures students are receiving nutritionally balanced, low cost meals while attending school.

Staff That Believes It Can Happen: Probably the most important component of all is staff remains positive, and believes that they can make a difference in a student's life by utilizing the mentioned strategies to reduce school disruption and by creating a positive and nurturing school culture.

Assessment of School Safety

The Principal disseminates the plan following these steps:

- 1) Review, Update and Validate the Plan
- 2) Present the Plan for Comment or Suggestion to staff
- 3) Obtain Plan Approval (School Board)
- 4) Distribute the Plan
- 5) Plan, Review and Updates: The basic plan is reviewed annually by the faculty and staff, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents.
- 6) Exercising the Plan: ELITE Public Schools understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel are aware of their duties and responsibilities under the school plan and the most current procedures, emergency drills take place monthly.

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

To provide and maintain a high level of safety, ELITE partners with Vector Solutions to provide the SafeSchools Suite of safety and compliance programs. Yearly trainings consist of staff safety and compliance and student safety and prevention.

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

The Board recognizes that child abuse has severe consequences and that ELITE Public Schools has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided.

Below are the procedures for reporting Child Abuse:

1. Initial Telephone Report

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

Child Welfare Services

275 Beck Ave. Fairfield, CA 94533 800-544-8696

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

2. Written Report

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

The Department of Justice Form 1 may be obtained from the main office or other appropriate agencies, such as the county probation or welfare department or tile police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known:

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

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

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

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee.

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

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

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code I 1167.5. If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing. If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)AR 5141.4(g)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

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

Disaster Plan (See Appendix C-F)

Disaster

ELITE Public Schools faculty and staff takes all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

Public Agency Use of School Buildings for Emergency Shelters

The School Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

ELITE's suspension and expulsion policy has been established in order to promote learning and protect the safety and well-being of all students at ELITE. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

ELITE staff members will only suspend from class or home suspension if all necessary practices have proven unsuccessful. We believe in the promise of all students, recognizing that through a combination of good first teaching strategies and positive teacher/student relationships, students will be engaged in the classroom environment and be less likely to demonstrate inappropriate behavior. It is our policy, when appropriate, to use suspensions from school campus when behavior is causing a major disruption to the safety and security of the learning environment. We will employ Restorative Justice and Practices (RJ), Positive Behavior Intervention Support (PBIS), Positive Youth Justice Initiative (PYJI), and Trauma Sensitive Practices (TSP). ELITE is a Full Service Community School Center, providing wrap around services our youth helping to prevent home class suspensions.

Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question. The Principal/HRO, or designee, pursuant to the schools adopted discipline policies and California Education code, may suspend students who fail to comply with the terms of the student policies and California Education Codes. The Principal/HRO, or designee, pursuant to the schools adopted discipline policies, may ultimately recommend students who fail to comply with the terms of the student policies and California Education codes for expulsion by the ELITE Board of Directors.

Suspension Conference

The Principal/HRO or teacher will hold a suspension conference with the student's parent and/or the student. The parent and/or student will be advised as to the purpose and actions that will be taken. The parent and/or student will be informed as to the reason for the disciplinary action. The student will have the opportunity to present evidence in his/her defense. The conference will be held within two days of the incident. The student may waive the opportunity to participate if they cannot, or do not, want to participate in the conference. Students and parents are assured that no penalties may be imposed for failure of the student's parents to attend. "Emergency situations" where the conference may be omitted are cases in which there is a clear and present danger to lives, safety or health of students and ELITE personnel. Students who present an immediate threat to the health and safety of others may also be immediately suspended and later expelled by the school's Board of Directors upon

recommendation of the Principal/HR Director. The school's policies provide guidance for consequences for certain infractions, which will be given in consideration of due process rights as mandated by law and in accordance with district and county policies. This will involve students and their families, and will be based on the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and rights for students with exceptional needs.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is:

- During school hours
- Related to school activity
- School attendance occurring at ELITE or other school
- A sponsored school event
- While going to and from school
- While going to and from school sponsored events

Students may be suspended for violating any of the 48900 or 48915 sections in California Education Code. Depending on the violation and situation suspension may occur in school or at home. If a child is suspended, the parent/ guardian will be called and a letter will be sent home with the child stating the violation and where the suspension is to take place. Regardless of where the suspension is to take place, a student who received a suspension notice, will be required to return home for the remainder of the day on which the violation is made. For an in- school suspension, the student will report to school the next day, but the student will remain in the office for the day. For an at-home, the student is to not report to school the next day. For suspensions of fewer than 10 days, ELITE will provide written notice of the charges against the student. If the student denies the charges, ELITE will provide an explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story. The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing base on 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. For suspensions of 10 days or more, ELITE will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. ELITE will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. Upon a student's fourth suspension in one year, the student may be recommended to the ELITE Board of Directors for an expulsion hearing.

Services During Suspension

Students suspension for more than ten school days in a school year will continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavior assessment or functional

analysis, and behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Expulsion

Students may be expelled for any of violations listed in the 48900 or 48915 sections of the California Education Code. Student must be recommended for expulsion for any of the 48915 (c) offenses in the California Education Code. In the case of a student expulsion, ELITE will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. ELITE will hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

Rehabilitation Plans

Students who are expelled from ELITE shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when pupil may reapply to the Charter School for readmission.

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

When the Principal is aware that a student has caused or tried to cause another person serious bodily injury, or any injury that requires professional medical treatment, a separate and confidential file is created for that child. Information based upon written District records or records received from a law enforcement agency are contained in the file. When such a student is assigned to a teacher's classroom, the principal shall provide the teacher with written notification. The teacher is asked to review the student's separate and confidential file in the office. Teachers are informed that such information is to be kept in strictest confidence and is to disseminate no further.

Excerpts from the California Education Code, the California Penal Code and Vallejo City Unified School District Administrative Regulations are presented below.

From California Education Code Section 49079

(a) A school district shall inform the teacher of every student who has caused or who has attempted to cause serious bodily injury to another person, as defined in paragraphs (5) and (6) of subdivision (e) of Section 243 of the Penal Code, to another person. The District shall provide the information to the teacher based on any written records that the District maintains or receives from a law enforcement agency regarding a student described in this section.

(b) No school district shall be liable for failure to comply with this section if, in a particular instance, it is demonstrated that the district has made a good faith effort to notify the teacher.

(c) The information provided shall be from the previous three (3) school years.

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

From California Penal Code Section 243(e) - Paragraphs 5 and 6

(5) ... "Injury" means any physical injury, which requires professional medical treatment.

(6) ..."Custodial Officer" means any person who has the responsibilities and duties and who is employed by a law enforcement agency of the city or county or who performs those duties as a volunteer.

Notice Regarding Student Crimes and Offenses

The Principal shall inform the teacher of every student who has engaged in, or is reasonably suspected to have engaged in, any act during the previous three years, which could constitute grounds for suspension or expulsion, with the exception of the possession or use of tobacco products. This information shall be based upon written district records or records received from a law enforcement agency. (California Education Code 49079). When informed pursuant to Welfare and Institutions Code 828.1 that a student has committed crimes unrelated to school attendance which do not therefore constitute grounds for suspension or expulsion, the Superintendent or designee may so inform any teacher, counselor or administrator whom he/ she believes needs this information in order to work with the student appropriately, avoid being needlessly vulnerable, or protect others from needless vulnerability. The Superintendent or designee shall consult with the principal of the school, which the student attends in order to identify staff that should be so informed. (California Welfare and Institutions Code 828.1). Teachers shall receive the above information in confidence and disseminate it no further. (California Education Code 49079, California Welfare and Institutions Code 828.1). The Principal shall maintain the above information in a separate confidential file for each student. When such a student is assigned to a class/program, the principal or designee shall notify the teacher in writing and ask the teacher to initial this notice, return it to the principal or designee, and review the student's file in the school office. This notification shall not name or otherwise identify the student.

The Principal shall notify all certificated personnel who are likely to come into contact with the student, including the student's homeroom or classroom teachers, special education teachers, coaches and counselors.

The teacher shall initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079, a teacher's failure to review the file may be construed as a waiver of the district's liability.

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

The School Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

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

School-wide Dress Code

ELITE students wear uniforms everyday. Each student receives a dress uniform from the school. Fridays are dress uniform days. Monday through Thursday, students are required to wear the casual uniform, which consist of the following: Collar shirt: white dress shirt, purple or gray / Black Bottoms: Pants, skirt/skort, shorts

PE Uniforms for Grades 6th – 10th

All 6th – 10th grade students are required to dress for PE in the PE uniform everyday. Parents may purchase PE uniforms with the Athletic Logo during Uniform Fitting Days or online. Parents are not required to purchase the school issued PE Uniforms. Students are required, however, to wear gray t-shirts and black shorts for PE.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at ELITE Public School. The ELITE staff shall work closely with local law enforcement regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents if the pupil begins to make gang affiliations.

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

ELITE Public School has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

To assist students in safely crossing streets adjacent to or near school sites, the Board may establish a safety patrol. The CEO or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.

ELITE holds students accountable for conduct not only on campus but also on their way to and from school.

ELITE holds visitors accountable to signing in at the front office. Visitors will be asked to show identification if not recognized. Visitors will be asked to place a visitors label on their shirt.

Checking students out of school:

Parents will sign their child out and be given a pass to give to their child's teacher.

Parents will be required to sign their child out at the office.

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

Component:

Evacuation Routes

Element:

Middle and High School

Opportunity for Improvement:

Evacuation Routes for Secondary

Objectives	Action Steps	Resources	Lead Person	Evaluation
To revise a safe walking route for Secondary students to take during evacuation	Examine current evacuation route	School map	Mr. Ernani Santos	Revised the Secondary route from walking to the front of the school and standing on the sidewalk to walking to the park on Mini Drive and having the park designated as the safety waiting area for middle and high school students and teachers

Component:

Active Shooter

Element:

Elementary School

Opportunity for Improvement:

Active Shooter Drill with Elementary students in TK-1st grades

Objectives	Action Steps	Resources	Lead Person	Evaluation
To ensure students in grades TK - 1st grade are prepared to take action during an active shooter drill, students will be given additional instructional time about the drill and what to expect so that students are not fearful during the drill	Teachers spent additional time instructing students on the procedure, giving students opportunity to ask questions prior to an actual drill	Instructional time	TK - 1st Grade Teachers	Students were prepared for the the drill and were able to perform the actions required to maintain the safety of the classroom.

Component:

Lockdown Drills

Element:

Lockdown Drills during Afterschool Program

Opportunity for Improvement:

Staff and students practicing emergency drills during the Afterschool program

Objectives	Action Steps	Resources	Lead Person	Evaluation
To provide students with opportunities to practice emergency drills during the Afterschool program.	Afterschool staff and students practice emergency drills bi-monthly.	NA	Monique Harris	Because of the time spent practicing emergency drills Afterschool, students were able to perform emergency drills successfully

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

ELITE Public Schools Student Conduct Code

ELITE Public School is an environment of positive school culture where safety is maintained for every student and adult. To support creating a positive school culture, ELITE implements an integrated intervention system consisting of Positive Behavior Intervention and Supports (PBIS), Restorative Justice (RJ), Trauma Informed Care (TIC), and Socio-Emotional Learning (SEL). In the event that students are not meeting academic or behavioral expectations, a parent or school staff member can request a Student Success Team (SST) meeting. The Student Success Team is a problem-solving coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential. Parents, teachers and support staff come together to discuss and identify students’ strengths and areas of concern in order to develop the best academic program and supportive learning environment for your child. An SST meeting can be requested when there are academic, behavior, and or social-emotional concerns. During an SST meeting we explore and problem-solve in order to support our student. As a parent, you are an essential part of the team, as you know your child better than anyone else.

ELITE’s Approach to Discipline

Our approach to discipline is similar to our approach to all issues dealing with the ELITE student experience. Issues at the school are handled in the same way we would expect issues to be handled for our own children. Our goal of ensuring that students reach their full potential, by creating learning spaces that honor and celebrate their rich cultural heritage and challenge them with rigorous and relevant learning experience designed to make them active participants in their own success, is aligned to our overall approach to discipline which is to empower all students to control their destiny by choosing appropriate actions for each challenge they face. This will be achieved by:

- Helping students grow from challenges and not use them as excuses
- Teaching restorative practices and conflict resolution
- Helping students to understand their responsibility to their community
- Teaching efficacy, accountability, and responsibility

The purpose of the enforcement of discipline is to:

- Promote a safe learning environment that fosters a positive climate and culture
- Build an effective capacity for enforcing school-wide discipline
- Provide opportunity for behavior training needed to access the learning necessary for graduation and higher education

Students adhering to the ELITE Standards of Excellence will be affirmed and celebrated on a regular basis, which provides for orderly and positive school culture.

Conduct Code Procedures

ELITE Behavior Standards of Excellence

At ELITE Public Schools, we are committed to the recruitment and retention of committed and qualified staff members with the mindset that all students are capable of performing at high levels. Staff members must also believe that all students have the capacity to graduate from high school and matriculate into post-secondary opportunities.

To be prepared for this complex and changing world, ELITE students need agency, which we define as both the inclination and the ability to act, to both proactively and reactively engage with their world. In order to achieve the schools mission of students reaching their fullest potential the ELITE community is committed to:

ELITE Administrators:

Fully comprehend the ELITE Model and be ambassadors for the school, staff, students and community at all times.

Ensure that the school is a hub of community activity with strong staff, community, and parent leadership and engagement.

Commit to being a powerful leader who participates in quality professional development and support and implements research-proven best practices.

Ensure that all staff members, volunteers, and support staff are supported as they work toward creating an affirming trauma-sensitive environment for all students.

Ensure that all students have powerful and supported teachers who receive quality professional development and support and implement research-proven practices.

Ensure that all students have access to powerful and committed support staff members who receive quality professional development and support and implement research-proven best practices.

Ensure that all staff members and students have access to 21st century materials and technology so that they can complete their assigned tasks and responsibilities.

Cultivate strong parent engagement and leadership in an advisory capacity to ensure that the needs of the students are being met.

ELITE Staff Members:

Believe in the ELITE mission, vision, values and goals and demonstrate their beliefs through their daily actions.

Commit to being ambassadors for ELITE Public Schools and public education at all times.

Commit to being strong and cohesive team members with no divisions based on job assignment.

Are always be prepared for the activities of the day.

Maintain strong attendance.

Are role models for students, going the extra mile when necessary.

Believe in the promise of all students and are willing to take the necessary steps to ensure that ELITE students achieve success.

Become a part of the ELITE family and commit to building strong relationships with other staff members, parents, students, and school partners to solve problems in a restorative fashion.

Participate in the ELITE learning community and follow-through on activities and training opportunities.

Actively participate in professional development and coaching sessions to ensure they remain current on ELITE research-proven best practices.

Work daily on enhancing proficiency in English, Spanish and technology.

ELITE Students:

Arrive at school on time, prepared to participate in school activities.

Wear school uniforms on a daily basis.

Complete assignments in a timely manner and ask for help when necessary.

Protect and make proper use of school materials and supplies.

Demonstrate respect for all ELITE staff members and volunteers.

Actively participate in individual and team activities, demonstrating excellent sportsmanship skills.

Become a part of the ELITE student family and commit to building strong relationships with other students and solving problems in a restorative manner.

Demonstrate cultural pride and dignity.

ELITE Parents:

Ensure that students arrive to school on time and prepared to learn.

Communicate with the school and teacher in a positive and proactive manner.

Use parent portal to monitor student progress.

Keep emergency contact information current.

Act as ambassadors for the school and solve problems in a restorative manner.

Assist student at home when they are having difficulty with academics, behavior, sportsmanship or activities.

Volunteer as able, to support school through time, talents or fundraising activities.

Participate in ELITE family nights and parent conferences as able.

(K) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, gender identity, physical/mental attributes, or religious beliefs or practices.

The Principal shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. ELITE shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The Principal shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

(J) Procedures to Prepare for Active Shooters

During:

Run and escape if possible.

Getting away from the shooter or shooters is the top priority.

Leave your belongings behind and get away.

Help others escape, if possible, but evacuate regardless of whether others agree to follow.

Warn and prevent individuals from entering an area where the active shooter may be.

Call 9-1-1 when you are safe and describe the shooter, location and weapons.

Hide if escape is not possible.

Get out of the shooter's view and stay very quiet.

Silence all electronic devices and make sure they won't vibrate.

Lock and block doors, close blinds and turn off lights.

Don't hide in groups. Spread out along walls or hide separately to make it more difficult for the shooter.

Try to communicate with police silently. Use text message or social media to tag your location or put a sign in a window.

Stay in place until law enforcement gives you the all clear.

Your hiding place should be out of the shooter's view and provide protection if shots are fired in your direction.

FIGHT as an absolute last resort.

Commit to your actions and act as aggressively as possible against the shooter.

Recruit others to ambush the shooter with makeshift weapons like chairs, fire extinguishers, scissors, books, etc.

Be prepared to cause severe or lethal injury to the shooter.

Throw items and improvise weapons to distract and disarm the shooter.

After:

Keep hands visible and empty.

Know that law enforcement's first task is to end the incident and they may have to pass injured along the way.

Officers may be armed with rifles, shotguns or handguns and may use pepper spray or tear gas to control the situation.

Officers will shout commands and may push individuals to the ground for their safety.

Follow law enforcement instructions and evacuate in the direction they come from unless otherwise instructed.

Take care of yourself first, and then you may be able to help the wounded before first responders arrive.

If the injured are in immediate danger, help get them to safety.

While you wait for first responders to arrive, provide first aid. Apply direct pressure to wounded areas and use tourniquets if you have been trained to do so.

Turn wounded people onto their sides if they are unconscious and keep them warm.

Consider seeking professional help for you and your family to cope with the long-term effects of the trauma.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The School Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. In order to be considered bullying, the behavior must be aggressive and include:

Repetition: Bullying behaviors happen more than once or have the potential to happen more than once. (Federal Government stopbullying.com) Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Bullying Prevention

To the extent possible, ELITE's focuses on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students are informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying. The school provides students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, appropriate online behavior, and appropriate educational skills. School staff receives related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Based on an assessment of bullying incidents at school, the Superintendent may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for s School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate, the Principal shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints & Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district's uniform complaint procedures.

When a student is reported to be engaging in bullying off campus, the Principal shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with school policies and regulations.

Safety Plan Review, Evaluation and Amendment Procedures

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

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

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.

Record of Distribution

Copies of plans and annexes 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. The Core School Emergency Operations Planning Team 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.

Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the Core School 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.

Training and Exercising the Plan

ELITE Public Schools understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school 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. Basic training and refresher training sessions will be conducted during the first in- service day of the school year for all school personnel.

Mandatory School training will include:

- 1) Hazard and incident awareness training for all staff.
- 2) Orientation to the School Safety Plan.
- 3) First aid and CPR for all staff.
- 4) Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation. Additional training will include drills, and tabletop and functional exercises. Drills will be conducted once a month.

Safety Plan Appendices

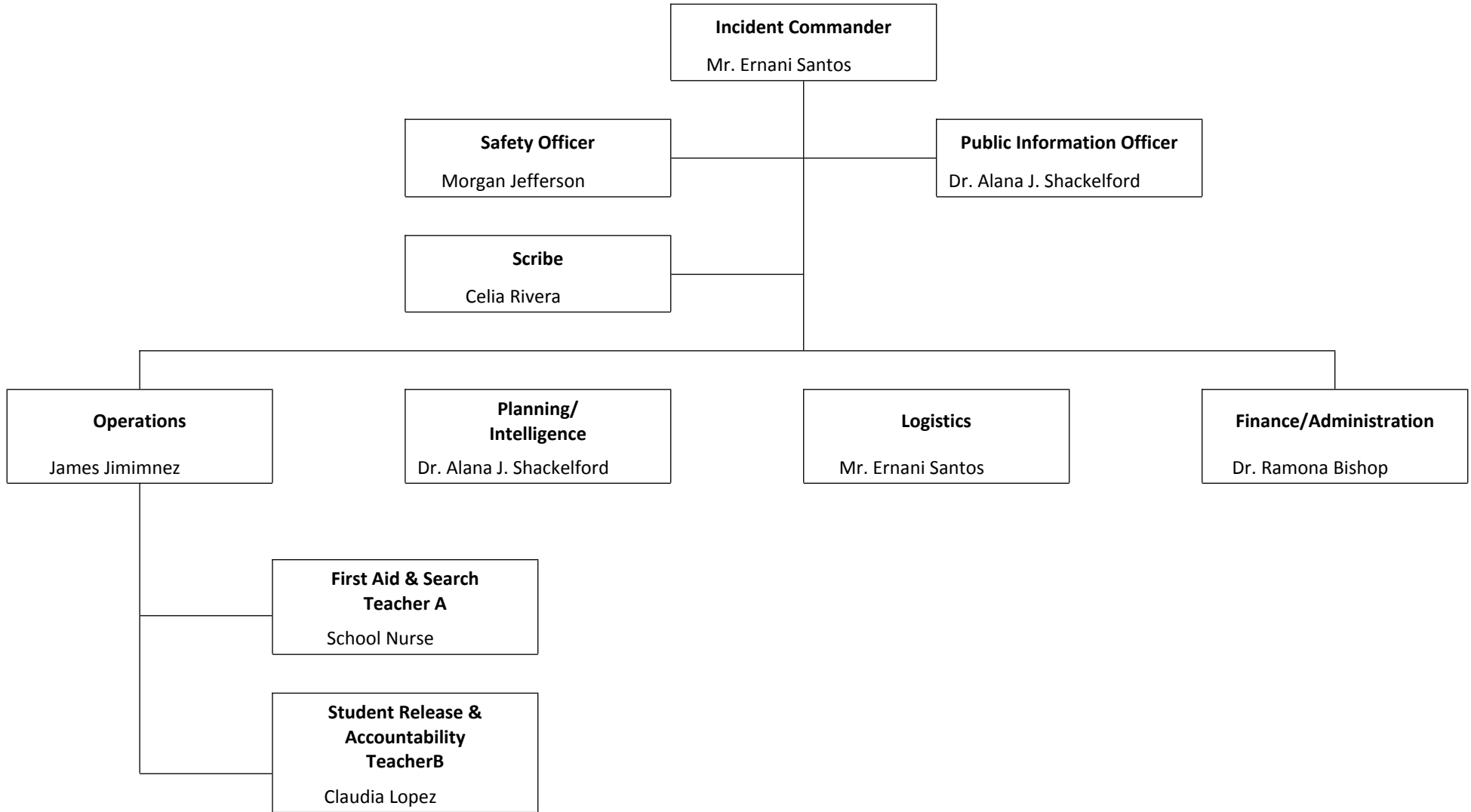
Emergency Contact Numbers**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Vallejo Police Department	(707) 648-4321	
Law Enforcement/Fire/Paramedic	Vallejo Fire Department	(707) 648-4526	
Public Utilities	Pacific Gas & Electric	1-800-743-5000	
Local Hospitals	Kaiser Permanente	(707) 651-1000	
Public Utilities	City of Vallejo (Water)	(707) 648-4345	
School District	Vallejo Unified School District	(707) 556-8921	
School District	Solano County Office of Education	(707) 399-4400	
Emergency Services	National Suicide Prevention Lifeline	1-800-273-8255	
Emergency Services	CA Coalition to Abolish Slavery and Trafficking	1-888-539-2373	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff Meeting: Review Safety Plan	August 3-7, 2020	
Emergency Drill: Earthquake Drill	NA	
Emergency Drill: Lock Down & Fire Drill	NA	
Staff Meeting: Review Safety Plan	NA	
Emergency Drill: Earthquake Drill	NA	
Emergency Drill: Lock Down & Fire Drill	NA	

ELITE Public Schools Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

A. Principal/Building Administrator

The Principal serves as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the overall 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 procedures based on actions and procedures outlined in the staff handbook.

Take steps deemed necessary to ensure the safety of students, staff, and other individuals.

Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.).

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.

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 command 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. School staff will be trained and certified in first aid and CPR.

D. Instructional Assistants

Responsibilities include assisting teachers as directed.

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 Principal.

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 Superintendent and Principal 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.

Execute assignments as directed by the Principal.

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 Principal.

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Active Threat
Civil Disturbance
Hostage Situation
Earthquake
Explosion
Fire
Hazardous Material Incident/Suspicious Odor
Evacuation Procedure
Shelter in Place
Flooding
Power Outages
Medical Emergency/Illness or Injury
Pandemic
Bomb Threat
Biological Exposure Incidents
Suspicious Behavior & Personal Safety

Step Two: Identify the Level of Emergency

Tier I
Tier II
Tier III

Step Three: Determine the Immediate Response Action

Follow action steps detailed in the Comprehensive Safety Plan

Step Four: Communicate the Appropriate Response Action

Follow action steps detailed in the Comprehensive Safety Plan

Types of Emergencies & Specific Procedures

Aircraft Crash

If possible, “duck and cover” under a desk or table. When an airplane crash occurs and the impact scatters debris into a classroom, students and teachers should immediately take cover under their desks. The school’s administrator or other office personnel will call the local fire department or other emergency agencies. Assist any injured people requiring first-aid treatment. When the initial phase of the crash has ended, teachers and students should evacuate the building by following the normal evacuations procedures. If normal evacuations routes are blocked, alternate routes should be used. Assist any persons who have physical problems evacuating the building. The teacher shall maintain control over the students for which he or she is responsible.

The School’s Principal will go directly to entrances on the school site to direct all non-emergency traffic away from the buildings. Keep fire lanes, streets and walkways open for emergency responders. The Principal will follow the pre-established district communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous. Stay in assembly area and account for all personnel and students. Do not return to buildings until authorized by the Fire Department or Principal.

Animal Disturbance

The Principal will initiate appropriate Immediate Response Actions, which may include a lock down or evacuation. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal. If additional outside assistance is needed, the Principal will call 911 and provide the location of the animal and nature of emergency. If a staff member or student is injured, the Principal will be notified. The Principal will initiate an evacuation if needed.

Armed Assault on Campus

Upon first indication of an armed assault, personnel should immediately notify the Principal. The Principal will initiate the appropriate Immediate Response Action(s), which may include shelter in place, lock down, or an evacuation. The Principal will call 911 and provide the exact location and nature of the incident. The Principal should designate a person to remain online with Police if safe to do so. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement. After the perpetrator(s) has been neutralized, the Principal will conduct a headcount of students and staff, and will notify law enforcement of any missing persons. Staff will work with local authorities to ensure injured students and staff receive medical attention. Staff will control all points of entry to the school. The Principal will prepare a verified list of casualties, and the locations to which they were transported. The Principal will confer with the staff to ensure the notification of parents and family members. The Principal will debrief staff.

Biological or Chemical Release

Biological and chemical weapons are unconventional warfare tactics that can be deployed upon the public with little or no notice. Such weapons typically involve microscopic materials that may be organic or synthetically manufactured in laboratories. Biological or chemical weapons can be in powder form, liquid, or vaporous. Agents used in biological/chemical attacks include, but are not limited to: anthrax, smallpox, other harmful viruses, various forms of nerve gas, tear gas, and other vaporous irritants. Pranks using stink bombs should also be considered a chemical weapons attack. There are several possible dispersion techniques to deliver biological and chemical agents. The following procedures should be utilized in the event of an assault involving biological or chemical weapons. Any possible biological/chemical weapons assault should be reported immediately to the Principal. The Principal should notify law enforcement authorities immediately. As necessary, alert all site employees of the situation.

In any situation involving biological or chemical weapons the Principal and staff must follow all instructions given by officers of emergency response agencies.

Bomb Threat/ Threat Of violence

Bomb/Threat/Threat of Violence:

Receiving the call:

If the threat is in a letter or note, in order to preserve fingerprints don’t handle the envelope or paper any more than necessary.

To prevent panic, people will only be notified on an as-needed basis.

If the location of the alleged bomb is not specifically designated, students will be kept in the classroom (Shelter-In-Place).

The principal will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

The decision to search the building will be made in conjunction with law enforcement authorities and may be performed by them.

The principal will authorize reoccupation of an evacuated building only after consulting with law enforcement authorities.

Bus Disaster

The following steps should be taken during a field trip.

1. Student authorization release forms should be kept on file in the school's main office.
2. Before a bus leaves with the students, a list of riders for each bus will be left at the school. Riders are informed of their expectation to travel on the bus they are assigned (or the one in which roll is taken from).
3. A copy of the list will be given to the chaperones.
4. Teachers will take roll prior to the bus departure.
5. If an accident occurs while en-route, the driver will contact the school informing the director of the accident, location, and number of students on board. The chaperone and/or teacher will contact emergency personnel if emergency medical treatment is needed. The chaperone and/or teacher will contact the principal informing the principal of the accident and any emergency care.
6. The principal will contact the superintendent regarding the bus accident and communicate the names of any faculty or student who is receiving emergency care. In the event emergency care is given, the principal will contact the chaperone/teacher's or student's primary contact. The principal will also use the rider list to notify parents of the accident.
7. The principal should will communicate with parents a general announcement concerning the accident to control the spread of rumors.

Disorderly Conduct

Full Lockdown/Civil Unrest Procedures

Any threatening disturbance should be reported immediately to the principal/administrator.

If the disturbance is affecting normal school or facility operations, the principal/administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by intercom using the phrase "Eagle Down" (which means lockdown) in your announcement. Site staff must follow the instructions included in the Action Guide that follows this page.

If the situation is violent and may include the use of firearms, the principal or principal's designee should instruct all staff and students to lie face down on the floor and remain immobile.

Principal and staff must follow all instructions given by responding law enforcement.

Earthquake

Earthquake Preparedness

All classroom teachers should instruct students in the following earthquake preparedness procedures. They should be taught and practiced several times through out the year. If an earthquake happens while you are inside the building perform the following safety procedures:

Get under a desk or table.

Drop to knees with back to the windows and knees together.

Hold on to the desk or table.

Bury face in arms to protect the head.

Close eyes tightly.

If an earthquake happens while you are outdoors perform the following safety procedures:

1. Walk away from buildings, trees, poles, or wires.
2. Stay in the open and DO NOT RUN.
3. Drop to knees and cover as much of the head, eyes and ears as possible.

Explosion or Risk Of Explosion

In the event of an explosion, all persons should initiate duck and cover. The School Principal will consider the possibility of another imminent explosion and take appropriate action. After the explosion, the School Principal will initiate appropriate Immediate Response Actions, which may include shelter in place, or evacuate building. Evacuation may be warranted in some buildings and other buildings may be used as shelter. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Principal of missing students. The School Administrator will call 911 and will provide the exact location (e.g., building, room, area) and nature of emergency. Staff will check for injuries and provide appropriate first aid. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

The School Principal will notify the Superintendent of the situation. Identified staff will post as guards a safe distance away from the building entrance to prevent persons entering the school buildings. When it is determined safe to enter affected areas, Vallejo Fire Department will conduct search and rescue activities. The School Principal will contact local authorities to ensure buildings are safe for re-occupancy. When safe to do so, the School Principal will conduct an inspection of school buildings. The staff will maintain a log of their findings, by building, and provide a periodic report to the Principal. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Principal gives authorization to do so.

Fire in Surrounding Area

Staff who observes flames or smoke in a surrounding area should immediately go to the nearest fire alarm pull-box and activate it. Upon activation of the fire alarm instruct everyone who is outdoors to proceed immediately in an orderly manner to the predesignated assembly area. If the primary assembly area is unsafe, proceed to a safer area either on or off campus, keeping everyone together. Once in a safe area, notify the office of your whereabouts. Do not go into any building to retrieve a roll sheet or for any other reason. Once to your designated spot, take roll, even if you must do so by memory and inform the administration of any missing people. As soon as practical, check on (visually observe) your designated "buddy" staff member. Keep everyone in the assembly area until you receive further instructions.

Fire on School Grounds

A copy of the fire route map is posted in each classroom at all times. The fire alarm will be signaled. At this signal, students will quietly file from the room and proceed to the designated areas. Teachers are expected to take roll and account for all students. Be sure you have an up-to-date class roster available at all times for this purpose. Teachers are encouraged to rehearse these procedures during the first several weeks of school, before the first official fire drill to familiarize students with the procedures.

Flooding

If a flood warning is received by the school, the School Principal will notify the Superintendent immediately. The principal will follow the pre-established school communication procedures and will then monitor the emergency situation and make decisions about moving groups of students away from areas that might be dangerous. Determine if the flow or pool of water is increasing in size near any classroom, assembly or evacuation area. If so, consider moving classroom, assembly or evacuation area to an alternate area. Safe shelter should be maintained throughout the flood period. Evacuation of the schools will be directed by law enforcement. All employees of the school are disaster service workers and are subject to assignment to disaster service activities assigned to them by their superiors. The School Principal is considered to be an Emergency Service Supervisor in regard to teachers and non-certificated employees at the individual sites. All school employees could be recruited to aid in flood mitigation measures such as sandbagging.

Loss or Failure Of Utilities

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Principal immediately. Upon notice of loss of utilities, the School Principal will initiate appropriate Immediate Response Actions, which may include shelter in place or evacuate building. The School Principal will notify PG & E and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Principal. The School Principal will notify the Superintendent of the loss of utility service. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

Motor Vehicle Crash

The School Principal will initiate appropriate Immediate Response Actions, which may include duck and cover, shelter in place, or evacuate building. If the School Principal issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. The School Principal will call 911 and will provide the exact location (e.g., building, area) and nature of emergency. The School Principal will notify the Superintendent of the situation. Staff will secure the crash area to prevent unauthorized access. Staff will check for injuries to provide appropriate first aid. Any affected areas will not be reopened until the Vallejo Fire Department provides clearance and the School Principal issues authorization to do so.

Pandemic

Promoting Behaviors that Reduce Spread:

Faculty, staff, and students are to stay home when appropriate. In addition, staff and families are educated about when they/their child(ren) should stay home and when they can return to school. We also actively encourage employees and students who are sick or who have recently had close contact with a person with illness to stay home. School policies that encourage sick employees and students to stay at home without fear of reprisal have been adopted and shared with employees and students families. Staff and students are to stay home if they have tested positive for or are showing symptoms. Staff and students who have recently had close contact with a person with illness will also be asked to stay home and monitor their health. We also follow CDC's criteria for when employees should return to work.

Hand Hygiene and Respiratory Etiquette: We teach and reinforce hand washing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol is used (for staff and older children who can safely use hand sanitizer). Staff and students are encouraged to cover coughs and sneezes with a tissue. Used tissues will be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

Cloth Face Covering Etiquette: We teach and reinforce use of cloth face coverings. We recognize that face coverings may be challenging for students (especially younger students) to wear in all-day settings. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals will be frequently reminded not to touch the face covering and to wash their hands frequently. Information is provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings. Cloth face coverings will not be placed on: Anyone who has trouble breathing or is unconscious. Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.

Adequate Supplies: We support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, and cloth face coverings (as feasible).

Signs and Messages: We post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering). We will regularly broadcast regular announcements on reducing the spread of illness on PA systems. Including messages (for example, videos) about behaviors that prevent the spread of the illness when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).

Maintaining Healthy Environments:

Cleaning and Disinfection: We will clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited when possible, and/or cleaned between use. We have a schedule for increased, routine cleaning and disinfection. We ensure safe and correct use and storage of cleaning and disinfection, including storing products securely away from children. Use products that meet EPA disinfection criteria. Cleaning products will not be used near children, and staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Shared Objects: Sharing of items is discouraged. Student's belongings will be kept separated from others' and in individually labeled containers, cubbies, or areas. We will ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use. Avoid sharing electronic devices, toys, books, and other games or learning aids.

Ventilation: We will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. We will not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

Water Systems: To minimize the risk of Legionnaire's disease and other diseases associated with water, we will take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains will be cleaned and sanitized, but staff and students are encouraged to bring their own water to minimize use and touching of water fountains.

Modified Room Layouts: When feasible, we will space seating/desks at least 6 feet apart. Turn desks to face in the same direction (rather than facing each other), or students will sit on only one side of tables, spaced apart.

Physical Barriers and Guides: Where feasible, we will install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks). We will also provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one way routes" in hallways).

Communal Spaces: Close communal use shared spaces such as dining halls and playgrounds will have staggered use and cleaned and disinfected between use. Where feasible, we will add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.

Food Service: Children will be encouraged to bring their own meals as feasible, or we will serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the safety of children with food allergies. We will use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items. If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. We will avoid sharing food and utensils and ensure the safety of children with food allergies.

Maintaining Healthy Operations:

Protections for Staff and Children at Higher Risk for Severe Illness: Staff at higher risk are offered options for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., tele-work, modified job responsibilities that limit exposure risk). We offer the option of 100% Distance Learning for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities). We have policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Regulatory Awareness: We will maintain an awareness of local or state regulatory agency policies related to group gatherings to determine if events can be held.

Gatherings, Visitors, and Field Trips: We will pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. We will limit group size to the extent possible. We will also limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county). We will pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible. We will pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.

Identifying Small Groups and Keeping Them Together (Cohorts): We will ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). We will also limit mixing between groups when feasible.

Staggered Scheduling: We will stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.

When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others.

Designated Pandemic Point of Contact: The Principal will be the designated staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). A system will be put in place for having staff and families self-report to the school if they or their student have symptoms, a positive test, or were exposed to someone with particular illness within the last 14 days in accordance with health information sharing regulations for illness external icon (e.g. see “Notify Health Officials and Close Contacts” in the Preparing for When Someone Gets Sick section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA). The Principal will also notify staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

Leave (Time Off) Policies and Excused Absence Policies: We have implemented flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick. Examine and revise policies for leave, telework, and employee compensation. Leave policies should be flexible and not punish people for taking time off, and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members. Develop policies for return-to-school after COVID-19 illness. CDC’s criteria to discontinue home isolation and quarantine can inform these policies.

Back-Up Staffing Plan

Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.

Staff Training

Train staff on all safety protocols. Conduct training virtually or ensure that social distancing is maintained during training.

Recognize Signs and Symptoms:

We will conduct daily health checks (e.g., temperature screening and/or or symptom checking) of staff and students. The health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

Support Coping and Resilience: We will encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed. We will promote the importance of employees and students eating healthy, exercising, getting sleep, and finding time to unwind, in addition to talking with people they trust about their concerns and how they are feeling.

Preparing for when Someone Gets Sick:

We will advise staff and families of sick students of Home Isolation Criteria. Sick staff members or students should not return until they have met CDC’s criteria to discontinue home isolation.

We will make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials if they (staff) or their child (families) become sick with symptoms, test positive for particular illness, or have been exposed to someone with illness symptoms or a confirmed or suspected case. Immediately, staff will be separated and children with illness symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick will go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick. We have an identified isolation room or area to separate anyone who has illness symptoms or tests positive but does not have symptoms. Staff will use Standard and Transmission-Based Precautions when caring for sick people.

Clean and Disinfect: We will close off areas used by a sick person and do not use these areas until after cleaning and disinfecting. We will also wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. We will notify local health officials, staff, and families immediately of any case of illness while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA). We will also Inform those who have had close contact with a person diagnosed with illness to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Psychological Trauma

The School Principal will identify staff, which has primary responsibility for providing necessary assistance during a psychological trauma. Staff will assess the range of crisis intervention services needed during and following this emergency. The identified staff will provide direct intervention services. If there is a need for additional assistance, the School Principal will notify the Superintendent. Staff will advise and assist the School Principal to restore regular school functions as efficiently and as quickly as possible. In performing their duties, staff members will limit exposure to scenes of trauma, injury and death. Staff will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

Close the facility and contact an Environmental Health Officer with the Food Safety and Sanitation Program. Without adequate and potable hot and cold water, you should not continue to operate. Document the time when a water service disruption occurs or contamination is suspected, then immediately notify the local water utility and environmental health department. Be prepared to provide information, if known, on the cause of the problem.

Tactical Responses to Criminal Incidents

Any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement official.

Unlawful Demonstration or Walkout

Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal. The Principal will initiate appropriate Immediate Response Actions, which may include shelter in place.

The School Principal will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency. Staff will immediately proceed to the front of the school to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The front doors of the school should not be locked, as a locked door may create a serious hazard for students leaving or attempting to re-enter the campus. If students leave the campus, the Principal will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Principal. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped. Staff members should keep accurate record of events, conversations and actions. The School Principal should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation. The School Principal will notify parents of the incident, as appropriate.

Emergency Evacuation Map