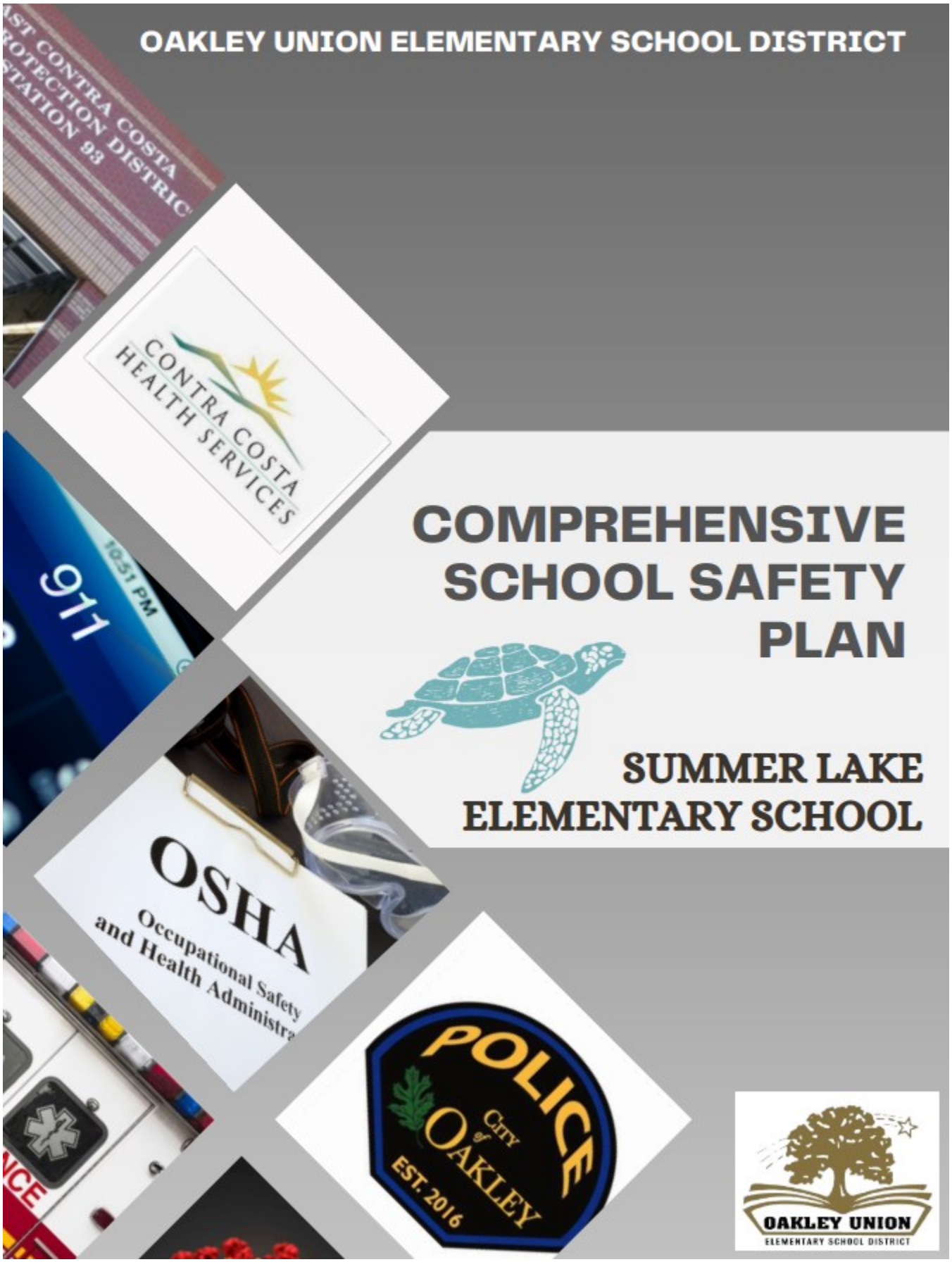
OAKLEY UNION ELEMENTARY SCHOOL DISTRICT




# COMPREHENSIVE SCHOOL SAFETY PLAN

## SUMMER LAKE ELEMENTARY SCHOOL

OAKLEY UNION
ELEMENTARY SCHOOL DISTRICT

# 2025-2026

# Comprehensive School Safety Plan

| | |
|---|---|
| **LEA:** | Oakley Union Elementary School District |
| **School:** | Summer Lake Elementary |
| **CDS:** | 07-61762-0138859 |
| **Principal:** | Catherine Foster |
| **Contact Person:** | Catherine Foster |
| **E-mail Address:** | cfoster@ouesd.k12.ca.us |
| **Phone Number:** | 925-625-6730 |
| **School Year:** | 2025-2026 |
| **Public Hearing Date(s):** | February 12, 2026 |

**The school certifies completion of this safety plan.**

**School Site Council Approval:** February 12, 2026

**Board of Education Approval:** March 11, 2026

## Introduction

The Comprehensive School Safety Plan shall be used to provide details regarding each school's strategies, programs and procedures to support a safe school environment. The California Education Code sections **32280-32289** outline 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. Requirements are:

- 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 information contained in a school's safety plan may be supplemented by information not specified in the California Education Code sections **32280-32289.**

## Table of Contents


Superintendent's Message ....5

School's Vision Statement EC 32282 (a)(2)(H) ....6

Safety Plan Development and Review Committee EC 32282(e) ....7

Safety Plan Annual Training and Review Log BP 0450; BP 3516 ....8

School Climate ....8

Current Status of School Crime ....8

Assessment of the Current Status of School Crime EC 32282(a)(1) Assessment of the Current Status of School Crime EC 32282(a)(1) with Parent, Teacher, and Student Input ....9

Provide and Maintain a High Level of School Safety EC 32282(a)(2) ....9

School Interventions and Support Systems BP 5144 ....10

Ensuring a Safe and Orderly Environment AR 0450 ....11

Component I: The Social Climate, People and Programs ....11

Component II: Physical Environment ....12

School-wide Dress Code BP/AR 5132 ....13

School Discipline, Rules and Consequences BP 5131; BP 5144 ....14

Child Abuse Reporting Procedures (EC 35294.2 [a][2]; PC 11166) ....15

Procedures to Notify Teachers of Dangerous Pupils (EC 49079) ....20

Hate Crime Reporting Procedures and Polices ....20

GENERAL EMERGENCY PREPAREDNESS (No Content) ....21

Disaster Procedures (EC 35295-35297; GC 8607 and 3100) ....21

Emergency Response Drills ....27

Emergency Communications ....28

Recovery ....29

Types of Emergencies & Specific Procedures ....31

Aircraft Crash ....31

Animal Disturbance ....31

Armed Assault on Campus ....31

Biological or Chemical Release ....34

Bomb Threat/ Threat Of violence ....35
Disorderly Conduct ....38
Earthquake....38
Explosion or Risk Of Explosion ....41
Medical Emergencies....41
Fire in Surrounding Area....42
Fire on School Grounds....42
Flooding ....43
Loss or Failure Of Utilities....43
Motor Vehicle Crash ....44
Pandemic ....44
Psychological Trauma/Suicide ....44
Suspected Contamination of Food or Water ....45
Tactical Responses to Criminal Incidents....45
Unlawful Demonstration or Walkout ....46
Site Emergency Preparedness Plan....54
Safety Plan Timeline and Checklist ....54
Emergency Alarm and Drill Log AR 3516.1....55
Emergency Contact Numbers ....56
Campus Disturbances and Disruptions BP/AR 5131.4; BP/AR 3515.2 ....57
Access to School Campus by Visitors BP/AR 1250 ....58
Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)....58
Incident Command Structure....60
Instructional Continuity Plan ....61
**Overview** ....61
**Staff Work Days & School Reopening Timeline**....61
**Emergency Home Learning Plan** ....61
**Dates: through .**....61
**Student Access** ....62

**Home Learning Guidelines by Grade Level** ..... 62

**TK/Kinder** ..... 62

**1st–2nd Grade** ..... 62

**3rd–4th Grade** ..... 63

**5th–6th Grade** ..... 63

**7th- 8th Grade** ..... 63

**Digital Tools & Resources** ..... 63

**Students Unable to Return After** ..... 64

**Access to Campus Materials** ..... 64

**Student & Staff Safety** ..... 64

**Looking Ahead** ..... 65

Opioid Prevention and Life-Saving Response Procedures ..... 66

Maps ..... 68

Appendix A: Active Shooter Event Quick Reference Guide ..... 75

Appendix B: ABC's – Three Steps to Protect Your Child During Emergencies in The School Day. ..... 77

Appendix C: Board Policies and Administrative Rules ..... 81

Appendix D: Notice of Public Hearing Letter ..... 82

Appendix E: Assurances ..... 87

## Superintendent's Message

Dear Oakley Union Elementary School District Community,

Thank you for your partnership in serving the students of Oakley. Nothing is more important than the physical and emotional safety of our students and staff. In order to fulfill our commitment to school safety, OUESD has partnered with the Oakley Police Department in a comprehensive effort to provide emergency preparedness training drills for all students, and all staff throughout our District.

We know that partnership with our families, our police department, and the broader community is essential for us to protect our students and staff while at school and that school safety is the responsibility of the whole community. If you have any questions regarding school safety, please contact your school principal or contact me at either (925-625-5050) or jpalmquist@ouesd.k12.ca.us. Thank you for your continued efforts to support the students of Oakley!

Sincerely,
Jeff Palmquist Superintendent
Oakley Union Elementary School District

## School's Vision Statement EC 32282 (a)(2)(H)

Be Safe.  Be Responsible.  Be Respectful.

## Safety Plan Development and Review Committee EC 32282(e)

| School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members | Principal or Designee | Other School Staff | Law Enforcement | Parent | Community Member | Student | Other |
|---|---|---|---|---|---|---|---|
| | (B) | (E) | (F) | (G) | (H) | (I) | |
| 1. Catherine Foster | X | | | | | | |
| 2. Tarah Lineweaver | | X | | | | | |
| 3. Laurie Seeno | | X | | | | | |
| 4. Courtney Zito Forige | | X | | | | | |
| 5. Jaime Guidotti | | | | X | | | |
| 6. Jessica Youell | | X | | | | | |
| 7. Cassandra Yusta | | | | X | | | |
| 8. Haley Tapella | | | | X | | | |
| 9. Coquitha Hendricks | | | | X | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |
| 12. | | | | | | | |
| 13. | | | | | | | |
| 14. | | | | | | | |
| 15. | | | | | | | |
| 16. | | | | | | | |
| 17. | | | | | | | |
| 18. | | | | | | | |
| 19. | | | | | | | |
| 20. | | | | | | | |

### Safety Plan Annual Training and Review Log BP 0450; BP 3516

**School Year** 2025-2026

| Meeting Type | Meeting Date | | | Comments |
|---|---|---|---|---|
| | Month | Day | Time | |
| SSC Meeting | February | 12 | 2:45 | School Site Council Approved the Safety Plan |
| Faculty Meeting | September | 10 | 1:45 | |
| Faculty Meeting | December | 17 | 1:45 | |
| Faculty Meeting | January | 28 | 1:45 | |

Meeting agendas, sign in sheets and minutes for all meetings listed on this log are maintained at the school as evidence of compliance.

---

Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website. https://www.ouesd.k12.ca.us/.

## School Climate

### Current Status of School Crime

Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

| Data Source | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|---|
| **Suspensions** (number of incidents) | 4 | 1 | 3 | 28 |
| - Violence | 0 | 0 | 0 | 0 |
| - Drugs/Alcohol | 0 | 0 | 0 | 0 |
| - Weapons | 0 | 0 | 0 | 0 |
| **Expulsions** | 0 | 0 | 0 | 0 |
| **Attendance** (%) | 92.57 | 92.88 | 93.57 | 93.29 |
| **SART** (number of referrals) | | | 0 | 75 |
| **SARB** (number of referrals) | 3 | 0 | 0 | 0 |
| **SARB** (number referred to Court) | | | 0 | 0 |
| **SST** (number referrals) | 15 | 12 | 32 | 63 |
| **Vandalism Reports** | 0 | 0 | 0 | 2 |

## Assessment of the Current Status of School Crime EC 32282(a)(1) Assessment of the Current Status of School Crime EC 32282(a)(1) with Parent, Teacher, and Student Input

Your assessment conclusions should reflect input from staff, students, parents and community members, as appropriate. Students need clearly defined rules and limits set for them so that they know what is expected of them and the consequences for not complying. When setting school rules and limits, students need to understand the purpose behind the rules and be consistent in enforcing them. At Summer Lake Elementary, students are taught daily, to be safe, to be kind, to be respectful and to be responsible. Up to date cameras have also been installed all over the school so that investigations can be thorough when looking at problems in the school. Because Summer Lake has high expectations for their students and students practice these rules often, we are fortunate not to have many behavior problems.

## Provide and Maintain a High Level of School Safety EC 32282(a)(2)

Oakley Union SD | BP 0450 Philosophy, Goals, Objectives, and Comprehensive Plans
Adopted: August 17, 2016

1. The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.
2. The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)
3. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.
4. Each school shall forward its comprehensive safety plan to the Board for approval. (Education Code 32288)
5. By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

1. Notwithstanding the process described above, 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 officials and with a representative of an employee bargaining unit, if he/she chooses to participate.
2. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in the open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s)

1. The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)
2. However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Identify appropriate strategies and programs that provide and maintain a high level of school safety.
Safety drills have become a routine part of our schools' emergency operations plans. To create "muscle memory" and establish clear expectations of everyone's role during an emergency, these drills are conducted on a regular basis throughout the school year. In addition, a positive school climate promotes respectful, trusting, and caring relationships and opens lines of communication. Students feel comfortable asking for help or reporting concerns about their peers.

## School Interventions and Support Systems BP 5144

OUESD BP 5144
Discipline

List and describe interventions and support systems that are in place as a deterrent to suspension and expulsion.
Summer Lake Elementary uses a "Peach Leaders" and "Peace Paths" to teach students about problem solving and conflict resolution. This is option provides students with a script to follow to talk through their conflicts. We also have a full time counselor that teaches classrooms SEL lessons on what behavior is expected at school and what good behavior looks like. Our counselor also has small group lessons to focus on a common theme or misbehavior and lunch bunches to help with social connections.

Describe the guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, counselors, school resource officers and police officers on your campus.
Summer Lake Elementary has a full time counselor and school psychologist to help teach students social skills, counsel students how to manage zones of regulation, offer support and coping strategies for those who feel bullied, and consult with staff to encourage appropriate behavior of students.

See Appendix A

## Ensuring a Safe and Orderly Environment AR 0450

## Component I: The Social Climate, People and Programs

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

| Action | Who will take the Lead | Completion Date and Budget | Resources Needed | How We Will Monitor and Evaluate |
|---|---|---|---|---|
| **Activities** | | | | |
| 1.0 Regularly scheduled counselor push-in lessons for SEL needs in all classrooms. | Counselor | Counselor will teach social-emotional lessons using developmentally appropriate materials. | SEL curriculum | Counselor will monitor amount of referrals for counseling support as well have behavior needs. |
| 2.0 Peace path student officers trained and scheduled to support students during morning recess and lunch recess. | Counselor | Counselor will use Soul Shoppe curriculum to train students. She will monitor them supporting students and help with any questions. | Soul Shoppe materials, peace paths | The counselor will work with students to gather data on student referrals to the peace officers and whether utilizing the path was successful. |
| 3.0 Small group social skills sessions to support students who need assistance in navigating social dynamics. | Counselor | Students work with the school Counselor in a small-group setting, practicing social stories, taking turns, making choices, and navigating interactions with others. | Games, social stories | The counselor will monitor group times and share information with the student's teachers or case managers when needed. |
| 4.0 Staggered lunch periods and structured supervision to limit the chances of student incidents in a given lunch session. | Assistant Principal | Monitor campus supervisor schedules to make sure critical supervision is consistently provided during lunch and recess. | N/A | Bi-weekly meetings with campus supervisors to address and needs or gaps in supervision. |

## Component II: Physical Environment

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

| Proposed changes to support student engagement and safety, as well as campus beautification. | | | | |
|---|---|---|---|---|
| **Action** | **Who will take the Lead** | **Completion Date and Budget** | **Resources Needed** | **How We Will Monitor and Evaluate** |
| **Activities** | | | | |
| 1.0 The painting of numbers on the blacktop for PE so students can stand in a designated spot. | Principal/Facilities Staff | Throughout this year, students will stand on an assigned number to start PE and during instruction. | Paint | Admin will monitor the structure and management of PE classes to limit incidents. |
| 2.0 Increased garbage maintenance to maintain a clean campus. | Custodian/Principal | By the end of the school year, additional garbage cans will be available on campus. Students will support in maintaining a clean and safe campus. | Garbage Cans | Reduction in garbage around campus and on the other side of the fence by the levee. |
| 3.0 Fix for the back fence to limit the amount of trash getting through the fence and to the levee. | Principal/Facilities | Work on getting mess liners to block the lower portion of the fence where trash seems to be blowing through. | Mesh privacy fence liners | Will look for a reduction of trash gathering on the other side of the fence by the levee. |

## School-wide Dress Code BP/AR 5132

OUESD BP 5132
Dress and Grooming

School Dress Code
Student dress should promote the learning process and appropriate behavior. Students should dress for school in a manner consistent with their health, safety and welfare. Any slogans or logos on clothing must be appropriate. Bare midriffs, tank tops with oversized armholes, thin or spaghetti strapped tops, halter-tops, or clothing that exposes the back or front may not be worn. Sandals can be worn, but must have a strap around the heel for safety reasons. Students should wear comfortable shoes to participate in physical education activities. No flip flops are allowed at school. Wallet chains and bandannas are not allowed at school. Long dangling earrings may not be worn as they get easily caught in hair. Hats may be worn outside and in inside areas at teacher or staff discretion. Hats are to be worn facing all forward or all backward only. Students not following school dress code will be asked to call home for an appropriate change of clothing.

See Appendix A

## School Discipline, Rules and Consequences BP 5131; BP 5144

OUESD BP 5131
Conduct

School, Discipline, Program, Rules and Consequences.
Our discipline philosophy at Summer Lake Elementary School has two main goals. First, we want to maintain a safe, fair, and respectful environment for all students by correcting any inappropriate behavior. Second, we want to help children learn to take responsibility by choosing appropriate behavior. School personnel recognizes their responsibility in helping children learn and grow, not only academically, but socially and emotionally as well. Every attempt is made to resolve behavioral difficulties children may be having by providing guidance for their acceptance of responsibility for their behavior. In the event of misbehavior, time is taken with the child to discuss his/her actions, why they are inappropriate and what actions might be taken to correct the behavior. Appropriate consequences are implemented.

Note: Conflicts between students are handled through conflict resolution strategies. Students work with an adult to listen to both sides of the story, come to a common agreement as to what the problem is and suggest solutions that can be used to resolve the problem. The focus is on the resolution of the problem. The adult will make disciplinary consequences, if deemed necessary, after hearing the story of all students involved.

The following rules and expectations are intended to provide a safe, secure learning environment for all of our students. Therefore, Summer Lake students are expected to behave in a manner conducive to the learning process. Summer Lake Elementary community members are expected to:
Act in a Safe and Healthy Way
Use all school and private property appropriately, walk on campus, follow playground rules, keep hands and feet to self. Fighting, horseplay, tripping, hitting, etc. is never tolerated.

Respect the Rights and Needs of Others
Work without disruption; be kind, courteous, respectful to others, cooperate to help others learn, use appropriate language and feel good about who you are.

Take Responsibility for Learning
Strive for excellence, work hard to do your best, come to school prepared to learn, do your assigned work, keep track of your materials and set a good example for others.

Progressive Consequences
Progressively intensive consequences will be enforced should misbehavior continue. All students are expected to follow the campus rules and school behavior standards. Any employee of the school district may issue students not following rules a Discipline Referral. Discipline referrals will be sent home to inform parents of the problem and resulting action. Acts of sexual harassment, assault or racism will not be tolerated.

Balloons
Balloons are not allowed in classrooms, MPR or other buildings on campus. They set off our sensors. Please refrain from bringing them on campus.

Classroom Rules
The classroom teacher using Individual Discipline Plans handles classroom discipline. Students may be referred to the office if a teacher or other staff member feels it necessary. A student sent to the office will be counseled, will review the rules and will receive appropriate consequences. The teacher and/or an administrator usually contacts parents by phone, note and/or discipline referral. For extremely serious behaviors, students may be sent home, suspended or expelled from school. See Consequences for Behavior.

Consequences for Behavior
Students who choose to break classroom or school rules may face one or more of the following consequences:
Referral to the office
Student conference
Restorative Justice practices
Reflective writing on what happened, student view, what could have been done differently, life skills that could have been used, what can be done differently next time.
Apology Note
Detention (before or after school, recess, lunch)
School Service
In-School Suspension
Home Suspension
Shortened or modified schedule
Recommendation to the School Board for expulsion

See Appendix A

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

**Oakley Union SD | BP 5141.4 Students**
Child Abuse Prevention And Reporting

1. The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.
2. The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

1. The district's instructional program shall include an age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.
2. The district's program also may include an age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)
3. The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

1. The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.
2. Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan.

3. District 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.
4. The Superintendent or designee shall provide training regarding the duties of mandated reporters.

**Oakley Union SD | AR 5141.4 Students**
Regulation 5141.4: Child Abuse Prevention And Reporting
Original Adopted Date: 08/17/2016 | Last Revised Date: 06/29/2022 | Last Reviewed Date: 06/29/2022
Status: Adopted

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

*Child abuse or neglect* does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

*Mandated reporters* include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

*Reasonable suspicion* means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, *reasonable suspicion* does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

**Reportable Offenses**
A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)
Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety,

depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

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

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

**Reporting Procedures**

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

   Contra Costa County
   Children and Family Services Bureau 40 Douglas Drive
   Martinez, CA 94553
   (877) 881-1116

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

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

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

   Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
   a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
   b. The child's name and address, present location, and, where applicable, school, grade, and class
   c. The names, addresses, and telephone numbers of the child's parents/guardians
   d. The name, address, telephone number, and other relevant personal information about the person(s) 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 the mandated reporter. (Penal Code 11167)

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

3. Internal Reporting
The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the 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 so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the 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. (Penal Code 11166)

**Training**
Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

**Victim Interviews by Social Services**
Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

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 the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child 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 11167.5.

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. (Education Code 48906)

**Parent/Guardian Complaints**
Upon request, the Superintendent or designee shall provide parents/guardians with 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 guidelines and/or 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 with any appropriate agency identified above under "Reporting Procedures." 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 with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 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 3200-3205.

**Notifications**
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)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such 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 the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person 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 timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter 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 unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Child Abuse Reporting Number:

(1) Contra Costa CFS: (877) 881-1116
(2) Oakley Police Department: (925) 625-8050

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

Teachers will be notified of Dangerous Students following the guidelines of Education Code Section 49079.

EC 49079 Providing information to teachers for students engaged in acts described in 48900.

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.
(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
(e) Any information received by a teacher under 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. (Amended by Stats 2000, Ch. 345, Sec. 2)

## Hate Crime Reporting Procedures and Polices

The school and the district promote programs that ensure non-discriminatory practices in all activities. The school and district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected individual or group identified under Board Policy, Education Code, California Code of Regulations, Penal Code, or Government Code including actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnicity, race, ancestry, national origin, religion, color, mental or physical disability, age, or based on a person’s association with a person or group with one or more of these actual or perceived characteristics in any school or district program or activity that receives or benefits from state financial assistance. Uniform complaint forms can be picked up at the district office.

## GENERAL EMERGENCY PREPAREDNESS (No Content)

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

### Disaster Plan

The Basic Plan

The Basic Plan addresses the Oakley Union Elementary School District's responsibilities in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for the coordination of response and recovery efforts within the District in coordination with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

1. Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
2. Establishes response policies and procedures, providing clear guidance for planning purposes.
3. Describe and detail procedural steps necessary to protect lives and property.
4. Outlines coordination requirements.
5. Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Contra Costa County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

1. Protect the safety and welfare of students, employees and staff.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
6. Provide for interface and coordination between sites and the County or city EOC in which they reside.
7. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

Authorities and References State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency, or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

1. When a local emergency is proclaimed.
2. When a state of emergency is proclaimed.
3. When a federal disaster declaration is made. The law has two ramifications for School District employees:
    a. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
    b. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of the state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published by the California Emergency Services Act, it provides overall statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

<u>Definitions: Incidents, Emergencies, Disasters</u>

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and a limited population. Usually, a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

1. State of War Emergency
2. State of Emergency
3. State of Local Emergency

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments, and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary
Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expected, if not predictable, events. Every occupant and developer in Contra Costa County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted the San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by

seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Response Levels are used to describe the type of event:
The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase
On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures are issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency
A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster
A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with the Oakley Union School District to respond. The affected Cities and the County of Contra Costa will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster
Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Contra Costa will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 and the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases
Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase
Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost-effective. Mitigation is often thought of as taking actions to strengthen facilities,

abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require the education of parents, students, and teachers.

While it is not possible to eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase
The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase
Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.
Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.
Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase
Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. Planning for recovery should be a part of the response phase.

First Things First

Each staff member needs the following items to prepare their family and home for earthquakes and other emergencies:

5. A 72-hour supply kit for the home
6. A Car Kit, including comfortable clothes/shoes and medications
7. To develop a plan to reunite with their family
8. A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Contra Costa County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www.ready.gov.
If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code
Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employees includes all persons employed by the

state or any county, city, city & county, state agency, or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

District and Parent Responsibilities for Students

District Responsibility
If the superintendent declares a district emergency during the school day, the following procedures will be followed:
IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
    a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
    b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized persons may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted on the site to keep parents informed.

<u>Parent Responsibility</u>
Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision. Students mustn't have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

<u>Emergency Communications</u>
When emergencies occur, communication is critical to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems. VOP system utilized.
- Emails.
- Message runner.
- District telephone, cell phone and/or radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools:

In-district communications will be via:
- Telephone or cell phone, if operable.
- District internal radio communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.
- A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District radio system:

Set the radio to - Oakley Union Elementary School District Walkie Talkie System-set to station 1.

Firmly push down the button to transmit, wait several seconds, and then speak calmly and clearly into the mouthpiece. State numbers singly, such as “five-one,” not “fifty-one.”
- Unit to Base
- Identify yourself: “This is NAME. POSITION, from SITE.
- Base will respond.
- Give message, after the transmission is complete. The base will end with (base number)
- Clear

Unit to Unit
- Use unit number to begin and end transmissions.
- School Bus to Unit
- Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exception for emergency information.
- Portable units should remain in the charger when not in use.
- Portable units keep a usable charge for two hours.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.
- Use established communication channels to keep employees, students, parents, essential communicators, and the community informed.
- Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, labor association leaders, Board President student leaders, and other key communicators.
- Enact telephone tree to communicate updates.
- Prepare bulletins to distribute to employees, students, parents, and essential communicators, as needed.
- Provide the Superintendent’s office and public information offices with a copy of each bulletin

**Working with the news media:**
Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.
News media personnel are not to be on school grounds, except in designated areas.
Staff are to report any news media personnel that appear elsewhere on campus.

## Emergency Response Drills

Overview
In the event of an emergency, school personnel must be aware and familiar with their emergency response roles and responsibilities. School personnel emergency response roles are identified and described in this section. In those incidences involving localized emergencies normally concerning one school, a Crises Response Team (CRT), may be activated.

Emergency Response Team (ERT)
The Site Emergency Response Team (ERT) is responsible for coordinating emergency response by all staff and students at the school site. The ERT organization, which is consistent with the statewide Standardized Emergency Management System (SEMS), is composed of the Command, Operations, Planning, Logistics, and Administration/Finance Sections. ERT functions will be activated to the extent required by the situation, and within the limits of available staff to fulfill each function. When necessary, available personnel may assume more than one role until additional personnel are able to respond. ERTs will remain in charge of the incident until relieved by first responders (police, fire, etc.).

Non-Instructional Staff
Non-Instructional staff members not assigned as ERT members will assist with emergency response duties as assigned by the School Administrator or designee. Teachers and staff not assigned as ERT members are responsible for providing care and supervision of students; directing students in appropriate emergency procedures; sending students in need of first aid to the first aid station; calming frightened students; helping restore order; taking attendance; reporting missing students and their last known location to the Search and Rescue Team; and assisting other staff and students as needed.

School Administrator
The School Administrator or their designee implements the School Site Emergency Plan when notified of a declared emergency by the District or when deemed necessary; establishes a Site Command; orders evacuation from building and/or site as deemed appropriate; directs ERT response to life safety threats (fires, fallen electrical lines, hazardous material spill, etc.); collects, analyzes, and reports status and damage information to the Divisional Coordinator at the District DOC; and determines the need for and requests public safety assistance when necessary.

During off-hours, and upon notification of the DOC Commander, or the occurrence of an obvious disaster, the School Administrator or their designee reports immediately to the school site to conduct damage survey. Those sites pre-designated as American Red Cross shelters will prepare to receive evacuees when requested to do so by the Superintendent or the DOC Commander. The School Administrator or their designee will initiate a recall to duty of additional site personnel as warranted by the situation.

**Emergency Communications**
When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.
Emergencies within a school
Internal communications will be via:
1. Public address systems.
2. Emails.
3. Message runner.
4. District telephone/emergency radio to administration offices.

External communications will be via:
1. The main communications network.
2. News bulletins, as needed, by appointed personnel only.
In-district communications will be via:
1. Telephone, if operable.
2. District internal communications.
3. Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is continuing.
When using the District Radio System:
1. Set radio to Channel 2
2. Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."

3. Unit to Base
4. Identify yourself: “ This is NAME .
5. Base will respond. POSITION , from SITE .
6. Give a message, after the transmission is complete. The base will end with (base number) clear.

Unit to Unit
1. Use unit number to begin and end transmissions.
2. School Bus to unit
3. Use Unit number to begin and end transmissions.
4. DO NOT interrupt when someone is transmitting exception for emergency information.
5. Portable units should remain in charger when not in use.
6. Portable units keep a usable charge for to hours.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.
1. Use established communication channels to keep employees, students, parents, essential communicators and the community informed.
2. Keep secretaries briefed on situation changes and what to tell people who phone the School District.
3. Hold briefings with employees, labor association leaders, Board President student leaders, and other key communicators.
4. Enact telephone tree in order to communicate updates.
5. Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
6. Supply the Superintendent's office and public information offices with a copy of each bulletin. Working with the News Media

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.
News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

**Recovery**
It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.
Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal” to be very reassuring and accurate.
One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Contra Costa County Mental Health and the agencies working under its umbrella is available to support schools.
Numerous agencies under the Contra Costa County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:
To best prepare for and manage the mental health recovery phase within the Contra Costa County though Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:
1. Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Contra Costa County Mental Health Department before reporting to their assigned campuses.
2. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Contra Costa County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).
3. The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

4. The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
5. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Contra Costa County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.
6. In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

## Types of Emergencies & Specific Procedures

**Aircraft Crash**

Aircraft incidents can occur at any place and at any time. Proximity to an airport does not necessarily increase the risk of an aircraft incident occurring. When an event like this occurs, the principal may direct either a "Shelter-in-Place" or sound the fire alarm to cause an evacuation of the school's buildings. If the incident does not involve or threaten the campus, Shelter-in-Place should be the initial action taken.

Situation: An aircraft has crashed on or near a school campus
1. The Principal determines if the crash poses an imminent threat to the school campus.
a. If there is an imminent threat:
Activate the fire alarm and follow the procedures for a fire alarm.
b. If there is not an imminent threat:
Activate the procedures for "Shelter-in-Place"
2. Call 911 and provide an update on the status of the campus
3. Notify the District Office

**Animal Disturbance**
Keep staff and students indoor.
Call Contra Costa Animal Services
4800 Imhoff Place, Martinez
Main Desk Phone: 925-608-8400 24 Hour Emergency Line: 925-646-2441
Email: asdweb@asd.cccounty.us
Web: www.ccasd.org

**Armed Assault on Campus**

Emergency Procedure: Mass Casualty

ALERT "LOCKDOWN"
Over Campus PA System

A mass casualty event may occur on or in the neighborhood immediately surrounding the school campus. A mass casualty event is an event where a large number of individuals need medical assistance and overwhelm available resources.
1. Determine what the problem is and call 9-1-1 for local emergency services.
2. Identify the problem and give the school address.
3. Determine if the problem will continue or if it is over.
4. Notify the Superintendent's Office.
5. The school representative will meet Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
6. Keep calm and reassure students.

Emergency Procedure: Intruder on Campus

When there is an intruder on campus, the most critical thing to do is get all of the staff and children to safety. By quickly activating a full-campus lockdown, we can significantly improve the safety of our campus. Announcing a "Lockdown" is the first priority, then calling the police.

1. Signal "Lockdown" - Announce "Lockdown", "Lockdown", and "Lockdown" repeatedly on the PA System.
2. Call 911 (if feasible, use a landline) if you witness an "Intruder," "Active Assailant," or threatening situation. Specify if "Intruder" or "Active Assailant."
3. Contact the Superintendent's Office to initiate a phone tree and update the status as needed.

4. Post a sign on the front door notifying the public of the lockdown. (i.e., “We are in a lockdown for safety, return to your car and leave our school).
5. If students are in classrooms (Office staff should lockdown in a safe area of the office area with computer):
a. Everyone stays where you are.
b. Quickly scan the hallway for students and staff who are nearby and get them into the classroom. Close and lock classroom doors, close and lock windows and close window treatments, turn off room lights.
c. Once the Lockdown has started, teachers should not, under any circumstance, open their doors until the end of the lockdown
d. Teaching activities are to be stopped.
e. Silence all mobile telephones; keep the classroom computer turned on.
f. Assemble students in one area on the floor. The best position may be against the wall that is nearest the shooter, so he/she cannot see the children in the classroom. Keep students quiet and away from doors and windows. Maintain a calm environment.
g. Continue to check email for updates.
h. If a gunshot(s) or an explosion is heard, “Run, Hide, Fight.”
i. Take roll and prepare a list of missing students.
j. Email attendance information to the office, after the threat is contained
6. Move away from danger and help students with disabilities. ***Students located in classrooms 15 (Kniss) and 17 (Maves) will require immediate support in the event of an intruder on campus/ active shooter. Classroom teachers and aides will remain with students, but these two classrooms will require additional police support to escort students safely during an emergency evacuation. See the school map for the location.
7. If students are not in the classroom:
a. Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead, enter any available room.
b. Physical Education students should be taken to the nearest room and held there until the end of the lockdown.
c. Follow steps "a-i” above.
8. Follow the direction of law enforcement and/or other competent authority upon their arrival.
9. Do not react to class bells or fire alarms. Announcements via the PA system will give evacuation directions if appropriate or possible.
10. Faculty and students should know that it is okay to fight back if it becomes necessary to save lives.
11. If an evacuation is ordered, law enforcement will escort students from classrooms to the evacuation point.
12. Principal debriefs staff, parents/community, and students.

Access to Students During Lockdowns
During a school lockdown, parents are strongly encouraged not to come to the school, due to the heightened risk and should only attempt to arrive at the school after a lockdown has been lifted. Should an emergency response be called for, it’s important that emergency vehicles be able to reach the campus quickly and easily. Parents who attempt to come to the school may obstruct emergency vehicles’ access and even endanger themselves, or their children.

From the Police Department
Room Numbers. For officers to quickly locate a room, they need to be able to easily read the number from both inside and outside. We need each campus to ensure that each door is marked with the correct door number and that doo numbers are in the same place throughout the campus.

Immediate actions should include:
1. Students and staff go into classrooms/buildings or run to off-site evacuation areas.
2. LOCKDOWN includes building door barricades, and internal barricades, covering windows and turning off/dimming lights.
3. Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
4. Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area.
5. Any students in the cafeterias should move to the nearest classrooms.
6. If students and teachers are outside the school building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation.
7. If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.

Lesson Learned
Teachers should text the principal with accountability information and any missing students.

Note: Some threats, such as a confirmed fire or intruder within a classroom, may override lockdown procedures. Also, lockdowns may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or other disturbance.

Emergency Procedure: Hostage Situation

ALERT "LOCKDOWN"
Over Campus PA System

Staff and students should sit quietly if the situation is in their presence. Try to remain calm. Staff should set an example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive.
If gunfire starts, staff and students should seek cover or use escape routes.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.
1. Remember, you are In an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
2. If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
3. Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside and unable to find access to a room, they should, depending on the situation, initiate the Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.
4. If and when possible, call Administration and/or 9-1-1.

From the Police Department
These types of situations are very dangerous. When officers arrive, they will try to make contact with the suspect. At the same time, we will be working to isolate the area where the suspect is. Once the suspect is isolated, officers will then begin working to evacuate the remaining students from the campus. We will likely evacuate students to another campus and begin reunification procedures. Staff and students who are with the suspect should follow the instructions of the offender and try to remain calm.

Emergency Procedure; Lockdown

An Active Shooter / Lockdown Alert may be sounded for a variety of conditions. Events such as a dangerous intruder, a drive-by shooting, a riot, a dangerous weapon on campus, or any other criminal activity near the school campus. Staff members have a very limited amount of time in which to commit to a course of action. Staff members must Immediately assess both the situation and the surrounding environment. They should then respond to the situation based upon their training and drills.
1. Signal "Lockdown" - Announce “Lockdown”, "Lockdown", and "Lockdown" repeatedly on the PA System.
2. Call 911 (if feasible, use a landline) if you witness an “Intruder,” “Active Assailant,” or threatening situation. Specify if “Intruder” or “Active Assailant.”
3. Contact the Superintendent’s Office to initiate a phone tree and update the status as needed.
4. Post a sign on the front door notifying the public of the lockdown. (i.e., “We are in a lockdown for safety, return to your car and leave our school).
5. If students are in classrooms (Office staff should lockdown in a safe area of the office area with computer):
a. Everyone stays where you are.
b. Quickly scan the hallway for students and staff who are nearby and get them into the classroom. Close and lock classroom doors, close and lock windows and close window treatments, turn off room lights.
c. Once the Lockdown has started, teachers should not, under any circumstance, open their doors until the end of the lockdown.
d. Teaching activities are to be stopped.
e. Silence all mobile telephones; keep the classroom computer turned on.
f. Assemble students in one area on the floor. The best position may be against the wall that is nearest the shooter, so he/she cannot see the children in the classroom. Keep students quiet and away from doors and windows.

Maintain a calm environment.
g. Continue to check email for updates.
h. If a gunshot(s) or an explosion is heard, “Run, Hide, Fight.”
i. Take roll and prepare a list of missing students.
j. Email attendance information to the office, after the threat is contained
6. Move away from danger and help students with disabilities.
7. If students are not in the classroom:
a. Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead, enter any available room.
b. Physical Education students should be taken to the nearest room and held there until the end of the lockdown.
c. Follow steps "a-i” above.
8. Follow the direction of law enforcement and/or other competent authority upon their arrival.
9. Do not react to class bells or fire alarms. Announcements via the PA system will give evacuation directions if appropriate or possible.
10. Faculty and students should know that it is okay to fight back if it becomes necessary to save lives.
11. If an evacuation is ordered, law enforcement will escort students from classrooms to the evacuation point.
12. Principal debriefs staff, parents/community, and students.

Access to Students During Lockdowns
During a school lockdown, parents are strongly encouraged not to come to the school, due to the heightened risk and should only attempt to arrive at the school after a lockdown has been lifted. Should an emergency response be called for, it’s important that emergency vehicles be able to reach the campus quickly and easily. Parents who attempt to come to the school may obstruct emergency vehicles’ access and even endanger themselves, or their children.

Immediate actions should include:
1. Students and staff go into classrooms/buildings or run to off-site evacuation areas.
2. LOCKDOWN includes building door barricades, and internal barricades, covering windows and turning off/dimming lights.
3. Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter, or if you need medical direction for a victim.
4. Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area.
5. Any students in the cafeterias should move to the nearest classrooms.
6. If students and teachers are outside the school building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation.
7. If teachers and students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet.

Lesson Learned
Teachers should text the principal with accountability information and any missing students.

Note: Some threats, such as a confirmed fire or intruder within a classroom, may override lockdown procedures. Also, lockdowns may be initiated in non¬threatening circumstances to keep people away from areas where there may be a medical emergency or other disturbance.

**Biological or Chemical Release**
ALERT
"Shelter-In-Place" (Repeated)
Over Campus PA System

A hazardous material spill may include one or more of the following:
- Natural gas leak,
- Science lab spill,
- Chemical release from a nearby facility,
- A collision or accident involving a tank truck railroad car, or
- An unknown powder or substance received in a letter or package.

Warning: Location, quantity, concentration, and other factors affect how a spill will be handled. Do not try to clean up the spill unless you are familiar with the material, risks and specific clean-up procedures.

Priority is the student and staff safety, then the environment, and the property.

1. If the spill is on campus or you become aware of a chemical incident nearby, notify the Principal Immediately.
2. The office will notify the fire/law enforcement agency and district office.
3. The BEST first action in this type of situation is to initiate a “Shelter-in-Place” Order for the entire school. Get students and staff away from the affected area. Get everyone to a safe interior location.
4. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention. If students start to show symptoms, consider an evacuation of the campus.
5. Isolate, identify, and get names of students and staff that could have been exposed or contaminated.
6. Account for all students and staff.
7. The principal will direct other actions as required.
8. Remain in the designated area until contacted.

POISONING:

If a student ingests a poisonous substance:

1. Call the Poison Control Center Link Line at 1-800-222-1222. Take appropriate first aid measures.
2. Call parents.
3. Notify the Health Services Office.

If a Chemical Spill occurs at the school campus:

1. Evacuate the immediate area of personnel.
2. Determine whether to initiate the Shelter-In-Place Protocol.
3. Secure the area (block points of entry).
4. Identify the chemical and follow the procedures for that particular chemical.
5. Notify the District Office.

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Lacquer Thinner
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Diesel Fuel
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Brake Fluid
- Airborne Gases/Fumes

**Bomb Threat/ Threat Of violence**

Most likely, threats of a bomb or other explosive device will be received by telephone.

1. If the threat is received by a phone call, attempt to keep the caller on the line and complete the form entitled "Bomb Threat Report” (see attached).
2. Call 911 - Do not use Cell Phones or radios to communicate waves they release radios which may set off the device.
3. Principal notifies (or assigns a designee to notify) assistant principals, campus supervisors, support staff, and on-campus childcare. begin immediate evacuation.
4. Request all staff members perform a visual inspection of their classrooms and work areas for suspicious packages or devices.
5. Coordinate with Law Enforcement. When the police arrive, the Principal and the police will evaluate the threat. The Principal will make decisions related to evacuation or search for the device. If a search for the device is done, staff and police will search areas of the campus for suspicious packages and items. Have extra school maps and keys available for law enforcement.

6. The principal activates the SEMS Plan (Standardized Emergency Management System), as needed.
7. Secure the campus perimeter.
8. If evacuation is necessary, make sure students with disabilities receive assistance and the campus is checked for students. Teachers take a role in verifying that all students are accounted for.
9. If an evacuation is ordered, initiate the parent notification system and advise parents they need to pick up their children.
10. Take roll and alert the Principal of any student not accounted for (telephone, intercom, or runner).
11. All clear will be signaled by the Principal.
12. The Principal debriefs staff, parents/community, and students via available notification systems.
13. "Student Release Procedures" (only send students home before the end of the day if directed by the Superintendent);
14. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)".
15. Use signs to direct parents on how to line up.
16. Release younger students first.
17. Use the "Student Emergency Release" form to document each student release and use "Emergency Cards" to verify authorized adults who can pick up students. (RETAIN RECORDS)
18. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

The person who received the bomb threat will:
1. Attempt to gain as much information as possible when the threat is received.
2. Do not hang up on the caller.
3. Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
4. The most important information is:
a. When will the bomb explode and where is the bomb located?
b. Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
c. Turn off cellular phones and/or walkie-talkie radios (transmits radio waves-- could trigger a bomb).

From the Police Department
One of the concerns that we have when responding to a bomb threat is the method the bomb could be detonated. A signal from a cell phone or a radio could emit enough power to cause the device to explode.
When officers arrive, they typically turn off their portable radios and leave their cell phones in their cars because of this. Officers will first meet with the Principal. The Principal will need to determine if the school will be evacuated or students will be left in class. When searching for a suspected device, staff members will be needed to assist in the search.
Deciding to Evacuate:
- Type of warning, specific or nonspecific
- Prevalence of bomb threats in the community within a recent time frame, and any previous publicity.
- The possibility of carrying out an effective search without evacuation.

When Searching for Bomb
- Do Not Touch a suspected device
- Immediately report a suspected bomb device to the Police!
- Do Not Assume it is the only device planted in the area.
- Do Not Change the Environment: Do not turn on or off water, gas, or anything with electricity.
- Contact the supervisor in charge and the Police.

From the Police Department
The individual who receives the call is the one who is going to give the most information to officers. Having the exact language used by the caller is very important. The precise words used by the suspect are what our investigators are looking for. Asking questions of the caller is perfectly OK.

If There Is an Explosion:
1. Take cover under sturdy furniture, or leave the building if directed to do so by emergency responders.
2. Stay away from windows.
3. Do not light matches.
4. Move well away from the site of the hazard to a safe location.

5. Use stairs only; do not use elevators.

Emergency Procedure: Evacuation

There may be incidents that occur where an immediate evacuation of students from the school campus is the best course of action to take immediately.
Examples include:
- Fire
- Hazardous Materials Incident
- When directed by fire or law enforcement

1. Activate the Fire Alarm. Help students with disabilities. Close, but do not lock doors. The office staff takes student emergency cards to the evacuation area.
2. Call 911.
3. The principal notifies (or assigns a designee to notify) assistant principals, campus supervisors, support staff, on-campus childcare, and the District Office.
4. If students are in classrooms:
a. Evacuate
b. Close, but do not lock doors.
c. Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
d. Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, radio, runner, or e-mail).
e. Attempt to calm students. Students who need medical treatment should be cared for and evacuated as soon as possible.
5. If students are not in classrooms:
a. Reunite with students in the evacuation area.
b. Teacher takes roll and alerts command center of any student not accounted for (telephone, walkie-talkie, or runner).
6. Follow the directions of law enforcement and/or other competent authority upon their arrival. Have extra school maps available for law enforcement.
7. All Clear will be signaled by the Principal.
8. Principal debriefs staff, parents/community (Connect Ed message, etc), and students.

Emergency Procedure: Student Release

ALERT
"Student Release" (Repeated)
Over Campus PA System

A situation may be created that forces the school to release children from the campus early. In this situation, students will be released to parents or other guardians, much as is done during normal afternoon release. Students will be held at the campus until they can be released to an authorized adult.
1. Determine that a student release is the appropriate action to be taken.
2. If an emergency situation, call 911.
3. Notify the District Office that a student release is being performed.
4. Notify parents that children will be released early.
5. Notify staff members that they will need to assist with supervising the student release.
6. Dismiss all classes.
7. Account for students using normal release procedures.

Emergency Procedure: Directed Transportation

ALERT
"Directed Transportation” (Repeated)
Over Campus PA System

There may be situations where public safety manages an evacuation of the school campus by evacuating students to another school campus. In this situation, classrooms will be evacuated individually and students will be escorted to transportation resources. An example of this would be following an Active Shooter incident. The remaining staff and students will be escorted from their classrooms to busses and then moved to another campus.
Situation: Students and Staff are in a "Lockdown", "Lockout" or "Shelter-in-Place" condition.
1. When law enforcement or fire directs that students will be transported from the campus, they will organize the transportation.
2. Notify the District that this is being considered and ensure the receiving campus has been alerted.
3. Upon the arrival of transportation resources, a member of the school administration will accompany law enforcement officers to a classroom.

Once at the classroom, the administrator will make contact with the staff members through the door and unlock the door.
4. Staff inside the classroom will be advised to gather role documents and organize children to move in a single file. Staff will notify an administrator of any students that are missing or are unaccounted for. Students will be instructed to leave all belongings behind, taking only their jackets.
5. Once ready to move, The students will be instructed to follow the lead police officer, keeping together. The teacher will be the last person in the line, following the officer. The administrator will then fall in behind the teacher and the students, following the lead officer. The trail officer will check the interior of the classroom to make sure that everyone is out and then falls in behind the administrator.
6. Upon arrival at the awaiting transportation, the lead officer will direct students onto the bus, along with the staff member who was with the children.
7. The administrator will report any missing students and the classroom that was evacuated to the CP.
8. If there is more room on the bus, the bus will remain awaiting the arrival of another escort group.
9. Once the bus is filled, the bus will be escorted to the receiving campus. Students and staff will be unloaded and the bus will return to the original campus for more students.
10. Students will not be released from the receiving campus until authorized by law enforcement

**Disorderly Conduct**
Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior. Procedure:
1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call Oakley Police Department (925) 625-8855 and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911."
4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
6. The School Administrator will notify the District Superintendent of the situation.

**Earthquake**

ALERT
"DROP, COVER, HOLD" Over Campus PA System

DRILLS REQUIRED 1 PER QUARTER

Earthquake Drill
The earthquake emergency procedure system shall contain, all of the following:
1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A Drop Procedure. "Drop Procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure students and staff are aware of, and properly trained in the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers, and other employees shall immediately begin Duck, Cover, and Hold procedures:
1. DROP down on the floor.
2. Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
3. HOLD onto the furniture and be prepared to move with it.
4. Stay in this position for at least one minute or, in a real situation, until the shaking stops.

Evacuation:
An evacuation should NEVER be automatic. There may be more dangers outside the building than there are inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.
Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report Form and file a copy with the Superintendent/designee.
I Standards for a Successful Earthquake Drill:

1. The Earthquake Alarm can be heard by all staff and students.
2. Immediately after the earthquake alarm sounds, all students, teachers, and other employees shall:
3. DROP down on the floor.
4. Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
5. HOLD onto the furniture and be prepared to move with it. I
6. Evacuations shall occur when directed over the loudspeaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.
7. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
8. Upon sounding the all-clear students and staff return to their appropriate classroom and the | | teacher takes roll once more. Missing students are reported to the attendance office.

Emergency Procedure: Earthquake

ALERT
"Drop, Cover, Hold "(Repeated^
Over Campus PA System

Earthquakes can occur at any time.
Being prepared for the inevitable is the best business practice that we can adopt daily. When an earthquake does occur, staff are needed to remain calm and take action.

Warning: Earthquakes usually strike without warning. The following actions, as time permits, will be accomplished:

Inside the school building:

1. At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
2. The teacher, or staff member in authority, will implement the “Drop Procedure”. Tell others to get down.
3. Try to avoid glass and falling objects, areas where there are large panels of glass, and/or heavy suspended light fixtures. If in the library, move away from book stacks that may fall over.
4. If in a hallway or stairwell where there is no cover, move to an interior wall.
5. If in a laboratory, extinguish all burners and stay away from hazardous materials areas.
6. You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
7. You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.
8. You should remain in the DROP position until the ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.
9. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.
10. Consider evacuating the building if necessary. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
11. If in the multi-media room, take cover under tables or move close to interior walls away from windows.
12. Maintain control of students. Do not run!
13. Avoid touching electrical wires and metal objects such as chain link fences.
14. Render first aid if necessary.
15. Take roll and issue student name tags.
16. If possible, the school office will immediately notify appropriate agencies/offices as per the fire drill.
17. Do not return to the building for any reason until they have been declared safe by an authorized official(s).
18. The principal will determine the advisability or necessity of “Student Release”. Prior approval must be obtained by the superintendent.

Earthquake procedures in other parts of the building

1. At the first indication of ground movement, you should DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
3. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

On school grounds:

1. The staff member in authority implements Action “Drop - Take Cover”.
2. The safest place is in the open. Stay there until the earthquake is over.
3. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas.
4. Do not run!
5. Follow procedures c) through i) under "Inside school building”.
6. If on a bus, stop the bus away from power lines, overpasses, bridges, and buildings. Students should remain on the bus in their seats and hold on.

Earthquake procedures while outside

1. At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.
2. If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.
3. While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

After the Earthquake

Staff
1. Evacuate students from the building. Take class roster, emergency supplies, and student emergency supplies. Check to make sure all the students have been removed from the building.
2. Students are not to be left unattended at any time during the evacuation process. Students must remain quiet during the evacuation.
3. Upon arrival at the safe site, take roll and report attendance.

Principal or Designee
1. Set up the Emergency Operations Center (EOC).
2. Notify police and fire.
3. Organize the other Emergency Response Teams, a First Aid Team, and Security and Damage Assessment Teams.

**Explosion or Risk Of Explosion**
In the event of an explosion:
1. Get down on the floor and take cover.
2. If the explosion occurred within the building, or threatened the building, teachers will be advised to immediately implement evacuate students to the destination site per emergency exit map.
3. Take possession of the classroom emergency pack.
4. Upon directions from the administration, evacuate students to the destination site per the emergency exit map.
5. Take a roll as soon as possible.

IN THE EVENT FIRE/SMOKE IS DETECTED WITHIN A SCHOOL BUILDING, THE FOLLOWING PROCEDURES WILL BE FOLLOWED:
1. Sound the school fire alarm.
2. Report visual confirmation and fire location immediately to the office.
3. Take possession of the classroom emergency pack.
4. Upon directions from the administration, evacuate students to the destination site per the emergency exit map.
5. Take roll as soon as possible

**Medical Emergencies**
ALERT
None - Telephone or Tell
All Staff on Campus

Medical emergencies can occur at any time. Proper training and the use of that training can have a significant impact on the survivability of the victim. Quick action can make a difference.

Warning: Medical emergencies usually occur without warning.
1. If a medical emergency occurs during school hours, the following emergency actions will be accomplished:
a. Evaluate the scene of the injury or illness. isolate and secure the area.
b. Notify the school office.
c. Call (Access Code) 9-1-1, as appropriate.
d. If indoors, determine the need to evacuate (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
e. Stabilize the victim, and administer first aid.
f. Use standard precautions as outlined in the District’s "Blood-borne Pathogens Exposure Control Plan.”
g. Rejoin students as soon as possible.
h. Account for all students and remain with them.
i. Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

Rescue Breathing
1. Gently tilt the head back and lift the chin to open the airway.
2. Pinch the nose closed.
3. Give two slow breaths into the mouth.
4. Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

To Stop Bleeding
1. Apply direct pressure to the wound.
2. Maintain the pressure until the bleeding stops.
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
4. If the limb appears to be broken, minimize any movement, but take whatever measures are necessary to stop the bleeding.

Treat for Shock
1. Do whatever is necessary to keep the person's body temperature as close to normal as possible.
2. Attempt to rule out a broken neck or back.
3. If no back or neck injury is present, slightly elevate the person's legs.

**Fire in Surrounding Area**
The warning of fire is the alarm signal and/or smoke and flames. The school is surrounded by woodland areas, which pose a potential fire threat to the school site.

ACTIONS:
1. Contact an administrator and call 911.
2. Determine the situation and location and potential threat of fire
3. Be ready to evacuate if necessary
4. Wait for directions from the administration unless in immediate danger

**Fire on School Grounds**
There are a variety of causes of a fire alarm on one of our school campuses.
Alarms may be caused by a fire, by the activation of a manual alarm controller, or by the School Principal. When an alarm occurs, evacuation should not be delayed to reduce the risk of injury or death to students and staff members.

When an Alarm Sounds:
1. The Principal will notify the District Office.
2. If smoke is seen, dial 911 and advise that there is a fire at the school.
3. Staff will direct students to leave their belongings and begin to exit the classroom in an orderly manner.
4. Staff should gather roll materials and close the door to the classroom upon exit.
5. Upon arrival at the designated evacuation location, staff should take a roll to make sure that all students are accounted for.
6. Missing students should be reported to the administration immediately.
7. Maintain control of students at the designated site. If any children are injured, care for their injury and report this to the school administration.
8. Watch and await additional instructions.

ALERT
FIRE ALARM Sounding from Alarm System

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)
1. Whenever the fire alarm is given, all students, teachers, and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding the all-clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

**Flooding**

Emergency Procedure: Windstorm

There may be times when inclement weather suddenly affects our community. If an incident such as a windstorm were to occur, we would have limited notification of the impending emergency. The critical action is to get children and staff inside and away from windows.

1. The principal will be alerted of the impending weather condition by the School District Office, Staff, or Emergency Services Personnel.
2. The Principal should notify staff of the possibility of rapidly changing weather conditions and the possible need for a Shelter-in-Place Order. Staff may choose to cancel outdoor activities.
3. When alerted, the Principal initiates a "Shelter-in-Place" Announcement, repeating it multiple times.
4. Staff members move children inside of buildings. Students are directed to rest against an inside wall, way from windows and doors. Staff closes windows and draws blinds.
5. Staff take role and account for all children. Children who are unaccounted for are reported to the Principal.
6. Students are directed to the "Drop" position during times of increase winds.

**Loss or Failure Of Utilities**

The District intends that schools will remain open during a power outage.

There may be several stages of alerts that are being broadcast over the public radio:

1. STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
2. STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
3. STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible- affected sites will be contacted as soon as practicable. Once notified, schools should turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. Despite everyone's best effort to communicate, an outage may occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

Preparing for an Outage

1. Update each student's emergency card.
2. Determine the availability of portable lighting at the site, i.e. flashlights & batteries.
3. Find out that when power is lost, do emergency lights go on, and do the "Exit" signs remain lit?
4. Clear away materials and boxes from hallways and pathways.
5. Check the school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
6. Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
7. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
8. Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
9. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
10. Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
11. Ask your staff and students to have seasonal warm clothing available.
12. Use surge protectors for all computer equipment, major appliances, and electronic devices.

13. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

During an Outage
1. Contact maintenance and operations immediately if your site is experiencing a power outage.
2. According to AT&T (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
3. If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
4. Use a buddy system when going to the restrooms.
5. DO NOT USE barbeques, Coleman-type stoves, hibachis, and other outdoor-cooking devices indoors.
6. DO NOT USE candles or gas lanterns.
7. Turn off PCs, monitors, printers, copiers, major appliances, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
8. Shut off lights in unoccupied rooms.
9. The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Access to Students During a Power Outage
During a power outage, school staff may or may not be able to communicate with parents. This may lead some parents to come to the school to check on the welfare of students. Because there is no risk, children should be released to parents who come to the school and request that they be released.

PG&E Contacts
Outage Maps: https://pge.com/#outtages
24-hour Power Outage Information Center: 1-800-743-5002

**Motor Vehicle Crash**
ACTIONS:
1 Contact the office or call 911 if in immediate danger.
2. Provide first aid and immediate support as appropriate.
3. Based upon on-site assessment and conversation with public safety officials, decide next steps
4. Consult with local officials and the District Office about whether the school will be directly affected
5. If the campus will be affected, evacuate immediately; inform the police and the District Office
6. If the campus is not directly affected but transportation disruptions are likely, establish a Command Post; activate needed emergency management personnel or field teams

**Pandemic**
Oakley Union Elementary School District will adhere to established guidelines and protocols from official departments of health, including OSHA. Oakley Elementary will also adhere to any district policies surrounding pandemic.

**Psychological Trauma/Suicide**

ALERT
None - Telephone or Tell
All Staff on Campus

Individuals of any age may become so despondent that they may threaten or perform an act that could cause harm to themselves or others. Suicidal individuals are not rational, this is important when trying to talk with them. While awaiting the arrival of first responders, you may be called upon to communicate with the individual.

1. Remain calm and keep yourself safe.
2. Notify School Administrators.
3. Notify 911
4. Consider actions to keep the remainder of the students safe from the suicidal individual.
5. Try to contain the subject in one area.

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's:
1. Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
2. Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
3. Ask whether the person is thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
4. GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
5. STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts:
1. Don't leave the person alone for even a minute. Don't act shocked or be sworn to secrecy.
2. Don't underestimate or brush aside a suicide threat ("You won't do it; you're not the type"), or shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
3. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
4. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

**Suspected Contamination of Food or Water**
ACTIONS:
1. Contact the office or call 911 if in immediate danger.
2. Provide first aid as necessary.
3. Based upon conversation with public safety officials, determine the next steps.
4. Consult with local officials and the District Office about whether the school will be directly affected
5. If the campus is affected, take the next appropriate action such as sending students home.
7. If the campus is not directly affected but transportation disruptions are likely, establish a Command Post; activate needed emergency management personnel or field teams
8. Resume school after consultation with local officials and after buildings have been inspected and determined safe by proper authorities

**Tactical Responses to Criminal Incidents**

Emergency Procedure: Shelter-In-Place

ALERT
Shelter-In-Place" (Repeated)
Over Campus PA System

A "Shelter-In-Place" may be directed when there is a danger in the community or on the campus. The purpose of the order is to keep everyone inside, away from threats that may be outside the classroom or campus. This is not

typically done in response to a criminal threat or intruder on the campus.

Shelter-in-place has proven to be a very successful tactic in keeping people safe from dangers in the environment that are outside. These situations generally last minutes to hours.
Incidents that could normally trigger a "Shelter-in-Place" include:
An industrial accident A natural gas leak in the community.
Chemical incidents that could impact the campus. Threatening animals in the area of the campus.
Criminal events in the area of the school, but far enough not to pose a direct threat.

From the Police Department
There are a few ways that a Shelter-In-Place message will be delivered to the campus:
1. Dispatch
2. Community Warning System
3. OPD Officers

The message intends to restrict the exposure of individuals to a threat.

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
1. SHUT. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
2. LISTEN. Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff if appropriate:
1. Advise students to cover their mouth and nose while outside and moving inside to protect them from any airborne hazards (hazmat incident).
2. Staff should be alert for students who may be experiencing a medical emergency.
3. A school official (or student if no official is present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
4. Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
5. Advise students to remain sheltered until the “all-dear” signal is given by a school or local official.

Access to Students During a Shelter-In-Place
For many parents, your first instinct will be to come to the school to check on your child or take him or her home. However, to ensure the safety of our students during the brief Shelter-In-Place period, we will not be opening our doors to anyone. As a parent, we recognize how hard this would be. Please know that this action is based on the best advice and counsel we have from all local, state, and national officials. So, as you plan to shelter yourself at home or at work, please know that we will be taking good care of your child by doing the same.

**Unlawful Demonstration or Walkout**
1. Report the situation to the office.
2. Contact public officials as necessary and if there is any immediate danger.
3. Take steps to ensure adequate supervision of all children on site.
4. Report to the district office.
5. Determine next steps.

## EVACUATION PROCEDURES

### EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the **Incident Commander,** will carry out the initial response actions delineated in the ***Emergency Preparedness and Crisis Response Plan***. In consultation with members of the **Incident Command Team**, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency.

**Incident Command Team** members will immediately assume their designated response duties as activated by the **Incident Commander**. The **Disaster Response Officer** will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned.

When a decision is made to evacuate, the **Assembly /Shelter and Care Team** leader will immediately report to the assembly area and inspect the area for hazards. The **Assembly /Shelter and Care Team** leader will notify the **Disaster Response Officer** immediately if the area is safe. If not, the **Assembly /Shelter and Care Team** will advise that the evacuation be done to the alternate assembly location.

This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's ***Preparedness and Crisis Response Cliff Notes.***

If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

### COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period:
3. Upon exit to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed. 5. If on prep or don't have a class:
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. Hold up GREEN card if all students are accounted for. RED card if missing students or assistance required. If not used, describe alternate practice:

10. Stay with class unless you are released to assume other duties.
11. Release from drill will be
12. Communicate with your students and maintain control.

## EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area.

ALL students and staff must report to the assembly area and remain there until the **Incident Command Team**, via the **Assembly /Shelter and Care Team**, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's **Student Release Procedures** as outlined in the site's ***Preparedness and Crisis Response Cliff Notes***. This will not be done unless it is authorized by the **Incident Command Team.**

Teachers MUST take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the **Assembly /Shelter and Care Team** as outlined in the site's ***Preparedness and Crisis Response Cliff Notes***.. If someone is deemed missing, the teacher is to immediately report this fact to the **Assembly /Shelter and Care Team** as outlined in the site's ***Preparedness and Crisis Response Cliff Notes.***

## ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated **Security/Traffic** response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the ***Emergency Preparedness and Crisis Response Plan.***

**EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

## STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees.

Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

## RELEASE OF STUDENTS FROM SCHOOL

OUESD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete the **ABC's – Three Steps to Protect Your Child during Emergencies in the School Day (Appendix B)**

In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, **Emergency Cards** shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the **Emergency Student List** or **Emergency Cards** and maintain that in the office emergency evacuation kits.

Parents or others must check with this school's **Student Release** team at the emergency **Student Release Location** prior to pick up of their children. Teachers will release students according to the procedure outlined under the **Emergency Student Release Procedures** described below.

### EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from **Incident Commander** via **Student Release** team.
2. **Incident Command** will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon **Student Release** team directive.
3. Adults picking up students will identify self at designated **Student Release Location**: Primary On-Site or Alternate On-Site . If campus must be evacuated, Off-Site or Alternate Off-Site
4. Students will be released only to authorized adults listed on the **Emergency Card** or **Emergency Student List**. Adults picking up students must sign **Student Release Log** and indicate destination. Unless otherwise directed by **Incident Commander** via **Student Release officer**, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
5. Students may go home with people listed on **Emergency Card** or **Emergency Student List** if parent can't be reached.
6. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs **Assembly/Shelter and Care** team as well as the S**tudent Release** team, and keeps all documentation.

**EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN**

## TRAINING

The key to effective and coordinated emergency response efforts is the proper training of school response personnel as to their duties in an emergency or disaster. Proper training is mandated under the SEMS requirements for District staff and students and by Cal/OSHA for employees of the District.

### ALL DISTRICT RESPONSE STAFF AND STUDENTS

All non-response District staff, as well as all students, will receive training in the following areas:

- Brief overview of the District Emergency Operations Center (EOC) plan and its coordination with School Crisis Response plans.
- Brief overview of the School Crisis Response Plans and its coordination with the District EOC plan.
- Responder positions within each plan and the duty to follow instructions of the response team personnel.
- Use of drills and exercises to provide hands-on instruction to staff and students.

## SCHOOL CRISIS RESPONSE TEAM PERSONNEL

All school staff will receive training and detailed information on the **Incident Command System** and its use at a school crisis or disaster response. This will include but is not limited to:

- Initiation and functioning of the ICS Command Post.
- ICS response positions, their responsibilities, and the use of position checklists.
- Development of site Incident Action Plans and the utilization of, and coordination with, EOC actions at the District level.
- Importance of documentation of site ICS activities and damage assessment information.
- Demobilization procedures for down-sizing and closing the ICS Command Post.

## DRILLS AND EXERCISES

Because emergencies occur without warning, life-protecting actions must be taken immediately at the first indication of emergency conditions. There may be no time to think through all of the options for what must be done. Emergency drills will be conducted periodically to help familiarize everyone with basic procedures and to help students and staff learn how to react immediately and appropriately.

Exercises and drills will be conducted at the school site level. The essential components of school site emergency drills are classroom training and discussions, demonstrations and exercises designed to help staff and students learn and practice where to seek shelter and how to protect themselves based on the kind of emergency they are facing.

## RECOMMENDED EMERGENCY SUPPLIES

The school shall maintain a quantity of emergency supplies that will be utilized by trained personnel in the event of a school crisis or a district-wide disaster. Some materials should be stored in a central location on campus as a means of providing ready access to assist any area in the school.

Each classroom should also have its own supply of first aid and other equipment to facilitate each teacher in helping the students they are responsible for.

### CENTRAL SCHOOL EMERGENCY SUPPLIES

Central School Emergency Supplies are recommended to include at least the following items:

- Two first aid kits (see below)
- Two tool kits (see below)
- Radio (battery-operated) wrapped in plastic bag
- Batteries (left in original packages; replaced in years ending with 0, 3, or 7)
- 5 gallon buckets to be used as water carrier
- Water packets (2-per student)
- Toilet paper
- Hard hats- assembled and ready to use
- Blankets (4 wool, 5 space blankets)
- Large plastic tarps
- Sheets for medical use (slings) or to signal for specific help. (Sheets will be spread out on the lawn as needed. (Colored or labeled depicting triage type- Red/ Yellow/Green)

### TEACHER EMERGENCY KITS

Teacher Emergency Kits are located in each classroom. It is recommended they contain at least the following:

- Class lists (updated by the teacher as necessary) with a place for parent signatures when releasing students and to assist in the taking of roll.
- Student Accountability Forms
- List of Special Needs students and Medication(s) Information
- Disaster Emergency Cards (one for each student)
- Simple first aid supplies
- Orange/ ID arm band and name card with teacher's name to be worn by the teacher
- Copy of the Campus Response Plan and the District Disaster Plan (Cliff Notes/Summary of plan)
- Water - 2 packets per student
- Flashlight
- Work gloves
- 40 Plastic garbage bags to be used as rain gear
- Clip board
- Pens/pencils/permanent markers (at least one permanent marker to use for triaging student emergency needs)
- Pad of paper

Each employee should have a personal survival kit available at all times containing prescription medicines, extra eye glasses, change of clothes, toiletries, comfortable shoes, jacket and other necessary items.

## FIRST AID KITS

School First Aid Kits are recommended to contain at least the following items:

- First aid manual
- Disposable gloves
- Face masks
- 3 triangular bandages
- 6 stretch gauze bandages
- 2 instant ice packs
- 1 after-burn treatment spray
- 2 packages long bandages
- 30 boxes sterile pads for small wounds (120 pads)
- 2 bottles liquid soap
- 6 bottles aspirin
- Hydrogen peroxide
- Paper towels
- Felt pens to identify injured children sent elsewhere for treatment. Write name on child's arm; non-water soluble
- Sheets
- Needle nose pliers for removal of glass
- 6 sanitary napkins (for severe bleeding)
- A zip lock bag containing:
- 1 tube medicated ointment
- 5 smelling salts (ammonia inhalant)
- 2 rolls tape
- Tweezers
- Scissors

## TOOL KIT(S)

The school Tool Kit(s) is recommended to contain at least the following items:

- Work gloves
- Goggles
- Flashlight (batteries in package)
- Lantern (batteries in box)
- Duct tape
- Masking tape
- Utility knives
- Hammer
- Blade screwdrivers (small, medium, large)
- Crowbar (a longer crowbar is stored in custodian's office)
- Waterproof matches
- Rope
- Nails
- Sheets (to signal for help)
- Spray paint (used to identify “Condition of Search” X)

- Radio
- Large shovel located in custodian's office

## LIST OF STAFF WITH SPECIAL SKILLS

Each Central School Emergency Kit and each Teacher Emergency Kit will also contain a list of school staff members with specialized emergency skills. These include, but are not limited to:

- Medical or first aid experience
- Search and rescue experience
- Fire-fighting, chemical spill containment experience
- Communications equipment experience (indicate type)
- Emergency vehicle (indicate type)
- Multilingual Speakers

# Site Emergency Preparedness Plan

## Safety Plan Timeline and Checklist

The timeline and checklist will assist in addressing mandates and determining that the Incident Command System portion of your comprehensive safety plan is in place and functional.

| 2024-2025 OUESD ANNUAL SAFETY PLAN TIMELINE | | |
|---|---|---|
| **MONTH** | **ACTIVITY** | **PERSON(S) RESPONSIBLE/DATE** |
| August | Facility Hazard Assessment<br>Update School Map(s)<br>Inventory and Replace Supplies<br>Update Staff Roster and Buddy Lists<br>Update Incident Command System (ICS) Assignments and Procedures<br>Staff Review of Safety Plan Mandates[1]<br>Calendar all Safety Drills<br>Student Instruction on Safety Drills<br>First Fire Drill within 10 days of start of school<br>Parent Advisement Re: Plan | Principal and Office Manager |
| August/September | Staff Review of ICS Procedures<br>Staff Review of Safety Drill Procedures<br>First Aid Review<br>Conduct Survey of Staff Skills<br>Survey Parents for Emergency Volunteers<br>Update List of Resources | Principal and Office Manager |
| August - June | * **Fire Alarm (EC 32001):** All principals shall cause the fire alarm to be sounded at least once every month<br>* **Fire Drills (Title 5 TS 550, EC 32001):** Elementary and Middle - at least once a month High schools - at least once per semester. Fire Alarm to be sounded in months without a drill<br>* **Intruder Drills:** all levels at least once per semester<br>* **Earthquake Drills (E.C. 35297):** Elementary and Middle - once per quarter High schools - once per semester<br>* **Shelter in Place Drills:** at least once a year (Typically part of county-wide drill first Wednesday of November) | Principal and Office Manager |
| November | Shelter-in-Place | Principal and Office Manager |
| January - February | Assessment of Crime Related Data by Staff, Students, SSC, Parents<br>Safety Plan Goals Reviewed/Updated<br>Updated Safety Plan Approved by SSC | School Site Counsel, February 2026 |

## Emergency Alarm and Drill Log AR 3516.1

**School Year** 2025-2026

**School:** **Summer Lake Elementary** **Principal:** **Catherine Foster**

| Type | Month | Day | Time of Day | Comments (Include length of fire drills) |
|---|---|---|---|---|
| Fire Drill | August | 21 | 8:13 am | 5 minutes |
| Shelter-in-Place Drill | September | 17 | 8:14 am | 6 minutes |
| Fire Drill | September | 17 | 8:20 am | 5 minutes |
| Earthquake Drill | October | 16 | 8:12 am | 4 minutes |
| Fire Drill | October | 16 | 8:15 am | 4 minutes |
| Fire Drill | November | 21 | 8:18 am | 12 minutes |
| Fire Drill | December | 15 | 8:45 am | 15 minutes |
| Fire Drill | January | 9 | 8:30 am | 8 minutes |
| Fire Drill | February | 18 | 8:30 am | 6 minutes |
| Fire Drill | March | 13 | TBD | |
| Intruder Alert Drill | April | 14 | 8:30 am | |
| Fire Drill | April | 14 | 8:45 am | |
| Fire Drill | May | 7 | TBD | |

* **Fire Alarm Testing:** All principals shall cause the fire alarm to be sounded at least once every month
* **Fire Drills (Title 5 TS 550, EC 32001):**
  Elementary and Middle - at least once a month
  High schools - at least once per semester. Fire Alarm to be sounded in months without a drill
* **Intruder Drills:** all levels at least once per semester
* **Earthquake Drills (E.C. 35297):**

Elementary and Middle - once per quarter
High schools - once per semester

* **Shelter-in-Place:** at least once a year (Typically part of county-wide drill first Wednesday of November)

The Fire Marshall requires that a fire drill log be maintained at the school site for two years and presented during an inspection or by request of the Fire Department.

See Appendix A

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|---|---|---|---|
| Emergency Services | | 911 | |
| Law Enforcement/Fire/Paramedic | | 911 | |
| School District | OUESD | 925-625-0700 | |
| City Services | Oakley City Services | 925-625-7000 | |
| American National Red Cross | American Red Cross | 925-603-7400 | |
| Other | Contra Costa County Office of Education | 925-942-3388 | |

**Campus Disturbances and Disruptions BP/AR 5131.4; BP/AR 3515.2**
OUESD AR 5131.4
Campus Disturbances

Campus Disturbance Plan.
Dangerous Person or Situation on Campus
1. Long continuous bell will be sounded. Over the intercom, we will announce "Lock Down or Lock Out" depending upon the situation.
2. Anyone on the playground must return to the classroom immediately.
3. Anyone in the room must stay there. Do not leave for any reason.
4. Stay calm. Teachers will take roll and give directions.
5. The teacher will turn off the lights and close all blinds.
6. Students will be directed to stay away from windows and will be moved to a corner of the room.
7. "ALL CLEAR" will come over the intercom when it is safe to return to daily routines.

See Appendix A

## Access to School Campus by Visitors BP/AR 1250

OUESD BP 1250
Visitors/Outsiders

Visitor Registration Procedure:
Summer Lake Elementary School considers its parent volunteers as an invaluable resource. Parents are encouraged and welcomed to visit their child's classroom, to help in the classroom as well as with other programs and extra-curricular activities. All volunteers must have a pre-scheduled time with the classroom teacher. Please contact your child's teacher directly to schedule your volunteering times. Parents wanting to visit and observe classrooms must contact the teacher or school office 48 hours prior to request arrangements.

See Appendix A

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

**Safe Ingress and Egress**
Describe the procedures for safe passage when students and adults are entering and leaving school grounds. Identify your site's access points. Describe the utilization of campus supervisors, security personnel, and security equipment.
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:
1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel

B. Planning
It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.
On-Campus Evacuation/Assembly Location

When to Use:
Staff members and volunteers should use the alternate assembly area when evacuating the school campus. If danger is present at the campus and students / staff / volunteers are outside the campus, they should move to the closest alternate assembly area. Those who move the alternate sites should remain there until administrators release them.

Primary Off-Campus Assembly Area
Lakside Park

Secondary Off-Campus Assembly Area
Levee Access Road

Supervision of Students
As students arrive on campus each morning, staff and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus staff and administrators ensure students either travel to afterschool activities or leave campus in a safe and orderly manner.

Visitors
Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure to sign out. School volunteers must submit an application form, be fingerprint cleared, and sign a Code of Conduct form before they are allowed to volunteer on campus.

**Students, Staff and Visitors with Disabilities**
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:
1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel

In compliance with the Americans with Disabilities Act (ADA), the school has procedures in place to support students, staff, and visitors who are deaf or hard of hearing, blind or visually impaired, have mobility limitations, or have cognitive or emotional disabilities. Campus planning includes:
Identifying individuals who may require assistance during evacuation or relocation
Ensuring appropriate signage, accessible routes, and necessary safety equipment are in place
Training staff to assist individuals with disabilities during emergencies
Coordinating response efforts with emergency service personnel

**Evacuation Areas**
It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On campus evacuation/assembly location:
Blacktop in the back

Primary Off campus evacuation/assembly location:
Lakeside Park

Secondary Off campus evacuation/assembly location:
Levee Access Road

**Supervision of Students**
Describe the supervision plan for before school, during the school day, and after school.

Before School
Students may arrive on campus starting at 7:15 am. They enter through the front gate and go into the MPR. Students have the option to get breakfast if desired. They sit at tables by grade level. They are supervised by three staff members. At 7:40, 4th and 5th-grade students move outside to the picnic tables where they are supervised by two staff members. At 7:55, students begin walking to their classroom. Instruction begins at 8:00 am.

During School
Students are supervised by staff during recess. Staff have rotating days of duty with three to four staff (depending on the grade level) for morning recess and three staff for lunch recess. Campus supervisors supervise lunch time in the MPR with two to three staff members depending on the grade level.

After School
Students are supervised by staff members for dismissal. Students wait in front of the school with staff. Students who are not picked up on time report to the office. After school, childcare is provided by EDLC until 6:00 pm.

Summer Lake Elementary

# Incident Command Structure

**Incident Commander**
Principal
Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District EOC

**Public Information Officer**
Principal and Superintendent
Media liaison, official spokesperson for school; coordinates information for parent community

**Disaster Response Officer**
Assistant Manager
Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)>

**Agency Liaison**
Office Manager
Assists in establishing and coordinating outside agencies that provide services or resources (E.G. Red Cross)

**Operations**
School Psychologist
Supports on-scene response at school site; develops Incident Action Plan with Incident Commander, coordinates After Action Report with section chiefs

**Search and Recovery**
1st & 2nd Grade
Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression

**First Aid**
PCL & 3rd Grade
Provides triage and medical care; establishes morgue, if needed.

**Security/Traffic**
4th & 5th Grade
Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates ire/HazMat

**Assembly/Shelter and Care**
Library Media Specialist & Campus Sups.
Provides accounting and long-term care for all students until reunited with parents caretakers; manages food and sanitation needs of students.

**Crisis Intervention**
Counselor & School Psychologist
Provides onsite counseling and intervention; determines need for outside mental health support

**Student Release**
Clerk & TK/K Team & Special Education
Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release

**Planning**
Principal
Collects, evaluates and documents information about incident, including status of students staff and facilities, coordinates demobilization of ICS response

**Situation**
Principal
Processes and organizes all incident information, including staff student and facility status, maintains ICS status boards and school site map

**Documentation**
Principal
Collects and archives all incident documents

**Resources/Staffing**
Principal
Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).

**Demobilization**
Principal
Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site

**Logistics**
Assistant Principal
Provides services, personnel and supplies in support of incident response.

**Food and Supplies**
Assistant Principal
Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers.

**Transportation**
Assistant Principal
Arranges transportation for staff, students and supplies.

**Facilities**
Assistant Principal
Coordinates site repairs and use of school facilities; arranges for debris removal

**Communications/IT**
Assistant Principal
Maintains all communication equipment, including radios; provides services to support information technology functions.

**Finance/Administration**
Office Manager
Provides financial tracking, procurement and cost accounting of incident response, administers incident-related compensation and claims

**Time**
Office Manager
Maintains incident time logs for all personnel.

**Procurement**
Office Manager
Tracks and maintains complete records of site expenditures and purchases made by Logistics; manages vendor contracts

**Cost**
Office Manager
Provides cost estimates, analysis and recommendations for cost savings

**Compensation/Claims**
Office Manager
Processes compensation/injury claims related to incident

**Instructional Continuity Plan**

# Overview

In response to a significant disruption that has impacted many students and staff in the Oakley Union Elementary School District (OUESD), this Instructional Continuity Plan ensures that students have uninterrupted access to learning. Our primary goal is to return to **in-person instruction as quickly and safely as possible** once the conditions for reopening are met. For students who are unable to return to campus immediately due to housing instability, transportation barriers, or health-related issues, OUESD will provide access to an **Emergency Home Learning Plan**.

(Please note that this plan is subject to change pending updated conditions, site readiness, and approval by the OUESD Governing Board.)

# Staff Work Days & School Reopening Timeline

| Date | Event |
|---|---|
| Mon–Tues, | Staff Work Days (classroom prep, lesson planning, communications) |
| | Target Date for Schools to Reopen for In-Person Instruction |
| Wednesday, | |

OUESD staff will report to campuses on  to prepare for the reopening of schools. This includes classroom setup, updating emergency contact lists, and preparing independent work for home learners.

Students who are able to safely return are expected to attend in person. OUESD emphasizes that **in-person instruction remains the primary method** for delivering education.

# Emergency Home Learning Plan

## Dates:  through .

This plan is designed for students who cannot attend school in person due to displacement, health risks, or access issues. Families must contact the school office to notify the district of the student's temporary absence. Attendance will be tracked, and participation in home learning will be documented.

### Student Access

- All students will access digital learning via **Google Classroom**.
- Students in grades TK-6 will receive developmentally appropriate assignments and activities aligned with essential grade-level standards.
- Internet access and device support will be provided to families as needed. Please contact .

## Home Learning Guidelines by Grade Level

### TK/Kinder

- **Reading (20 min):** Read aloud with an adult or listen to online storybooks.
- **Math (20 min):** Practice counting, number recognition using manipulatives or online games.
- **Writing (10 min):** Practice writing letters and name.
- **Enrichment:** Drawing, puzzles, block play, crafts.

### 1st–2nd Grade

- **Reading (30 min):** Independent or read-aloud with adult. Use platforms like *Storyline Online*.
- **Math (30 min):** Practice math facts using Classlink or print packets.
- **Writing (20 min):** Journal entries (suggested prompts provided).
- **Enrichment:** Coloring, building, free play with educational focus.

### 3rd–4th Grade

- **Reading (45 min):** Read independently or listen to audiobooks.
- **Math (45 min):** IXL, Khan Academy, or workbook review.
- **Writing (30 min):** Keep a reflective journal. Prompts available.
- **Enrichment:** Educational games, science exploration, creative arts.

### 5th–6th Grade

- **Reading (60 min):** Use district online resources.
- **Math (60 min):** Online practice and problem-solving sets.
- **Writing (45 min):** Opinion pieces or daily reflections.
- **Enrichment:** Research projects, coding platforms (Code.org).

### 7th- 8th Grade

- **Reading (60 min):** Use district online resources.
- **Math (60 min):** Online practice and problem-solving sets.
- **Writing (45 min):** Opinion pieces or daily reflections.
- **Enrichment:** Research projects, coding platforms (Code.org)

## Digital Tools & Resources

Students may access learning tools through the **OUESD ClassLink Portal** at:
https://launchpad.classlink.com/ouesd

If login issues arise, submit a tech request at .

## Students Unable to Return After

Students who remain displaced or face continuing challenges beyond  may qualify for a **Short-Term Independent Study Plan** (up to 15 school days). Please contact your school's attendance clerk to begin the process.

- For TK–8th students: Contact the school secretary or attendance office.
- Learning packets and digital support will be provided.
- Assignments will be reviewed and graded by classroom teachers.

## Access to Campus Materials

Students who need to retrieve personal belongings or school supplies can schedule access to campus through the school office, provided safety conditions are met.

## Student & Staff Safety

Reopening is dependent on:

- Safe air and water quality
- Restored utilities
- Transportation access
- Facility readiness

OUESD will provide masks and sanitizing supplies upon return. Staff and students may pick up PPE from the front office if needed.

# Looking Ahead

The district will monitor ongoing developments including environmental conditions, community resources, and student needs. We remain committed to **flexibility, communication, and equitable learning access**.

For updates, visit:

For tech support:

For general inquiries: .

## Opioid Prevention and Life-Saving Response Procedures

School Administrators, and staff volunteers, are trained annually to recognize symptoms of an overdose and administer Naloxone. All schools are provided with free Naloxone in the event of a suspected overdose.
Rescue steps include:

- Step 1: Checking for signs of overdose
  - Loss of consciousness
  - Fingernails or lips blue/ purplish black
  - Can't rouse - unable to speak
  - Face pale or clammy
  - Limp body
  - Vomiting
  - Breathing/heartbeat slow or stopped
  - Choking sounds or snore-like gurgling
- Step 2: Call 911
- Step 3: Administer Naloxone and rescue breathing
- Step 4: Monitor and administer Naloxone again, if necessary

Naloxone lasts for 30 to 90 minutes and may wear off before the effects of opioids wear off, resulting in another overdose. If possible, stay with the person for several hours to ensure they don't overdose again. If the person cannot walk and talk well after waking up, it is very important that they are taken to the hospital for additional medical support.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.
1) To address the problem, emergency medical personnel, health care professionals, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on nonopioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.
2) The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGN OF OPIOID OVERDOSE
Signs of OVERDOSE, which often results in death if not treated, include:
• Unconsciousness or inability to awaken.
• Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
• Fingernails or lips turning blue/purple.
If an opioid overdose is suspected, stimulate the person:
• Call the person's name.
• If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
• If the person responds, assess whether he or she can maintain responsiveness and breathing
• Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
• If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone. Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

• Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
• Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
• Place your mouth over the person's mouth to make a seal and give two slow breaths.
• Watch for the person's chest (but not the stomach) to rise.
• Follow up with one breath every 5 seconds.
• Chest compressions for adults involve the following steps:
• Place the person on his or her back.
• Press hard and fast on the center of the chest.
• Keep your arms extended.

STEP 5: MONITOR THE PERSON'S BREATHING

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

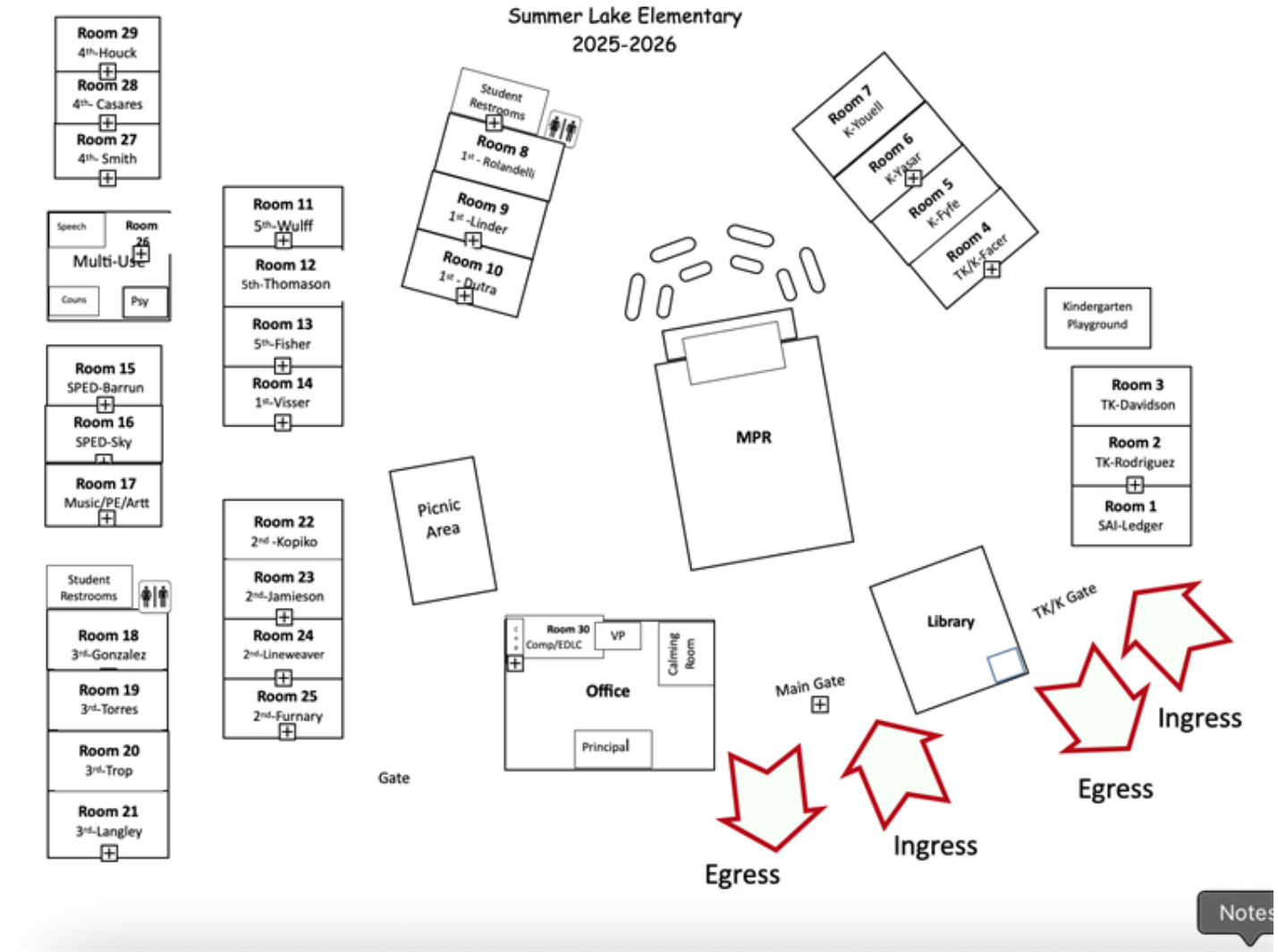
DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

• DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
• DO administer naloxone and utilize a second dose, if no response to the first dose.
• DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
• DO stay with the person and keep the person warm.
• DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
• DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
• DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone. Comprehensive School Safety
• DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

## Maps

Insert labeled site maps that contain the following information:

1. Ingress and egress patterns.



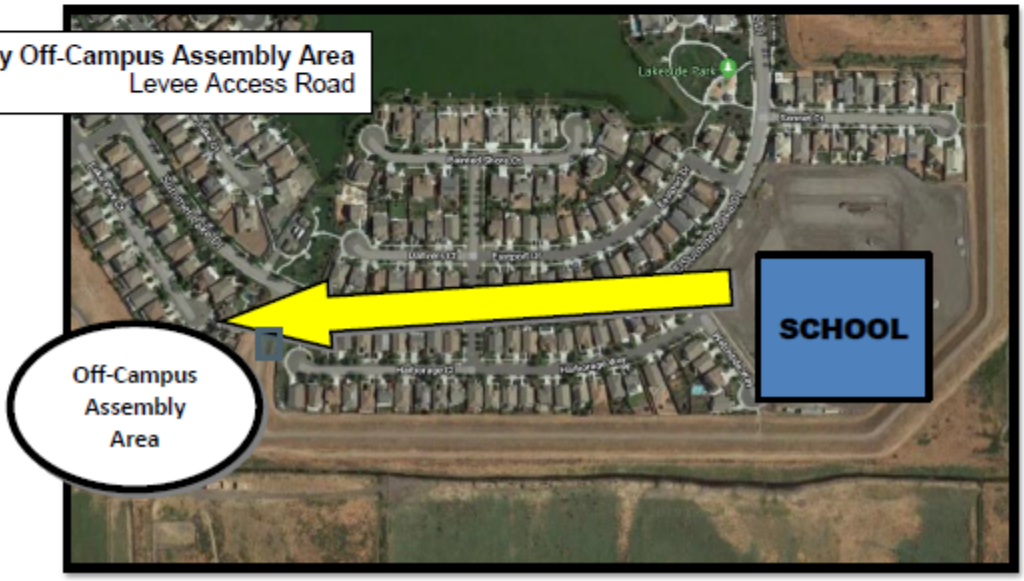

2. Evacuation routes.

On-Campus
Assembly
Area

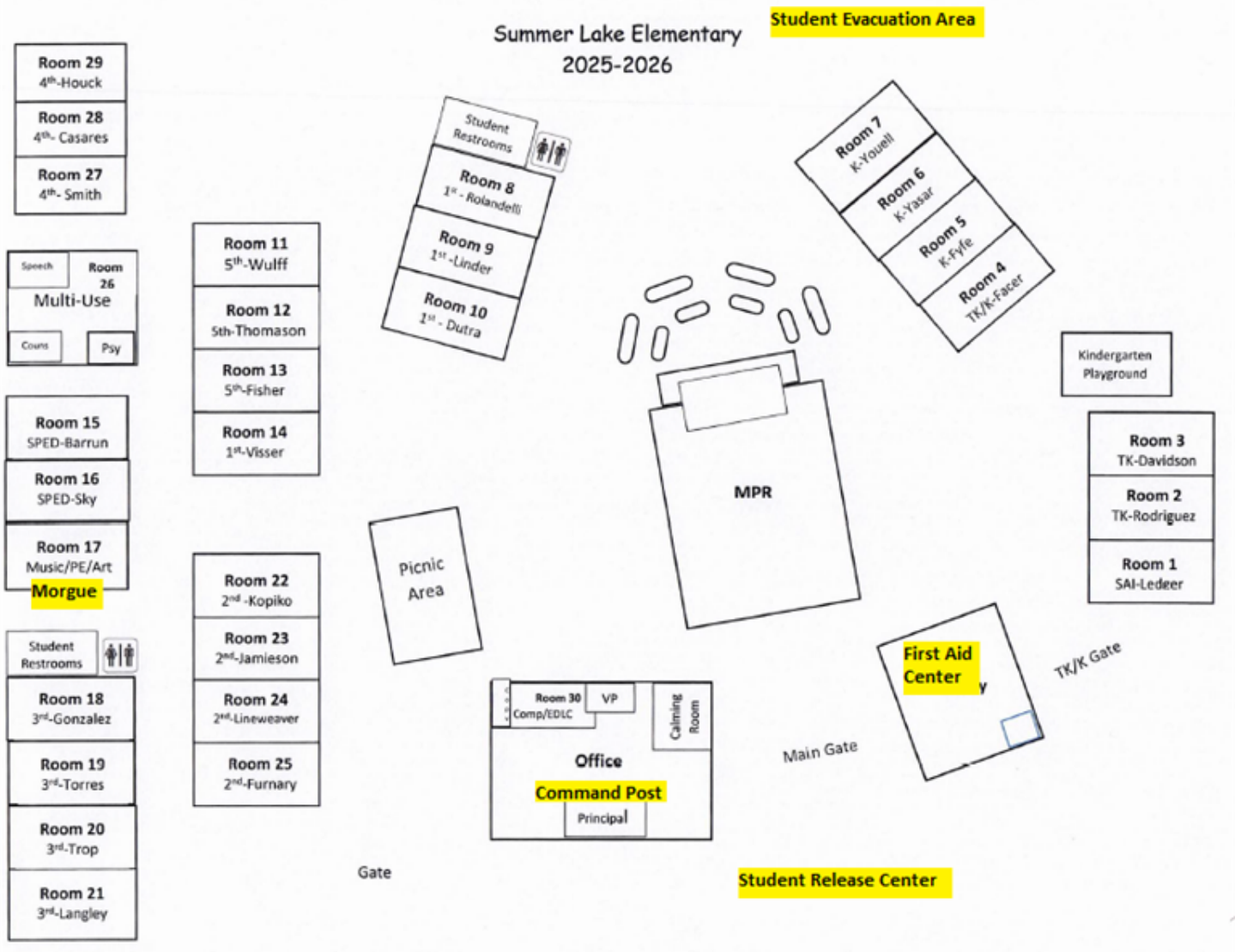
**Primary Off-Campus Assembly Area**
Lakside Park

**When to Use:**
Staff members and volunteers should use the alternate assembly area when evacuating the school campus. If danger is present at the campus and students / staff / volunteers are outside the campus, they should move to the closest alternate assembly area. Those who move the alternate sites should remain there until administrators release them.

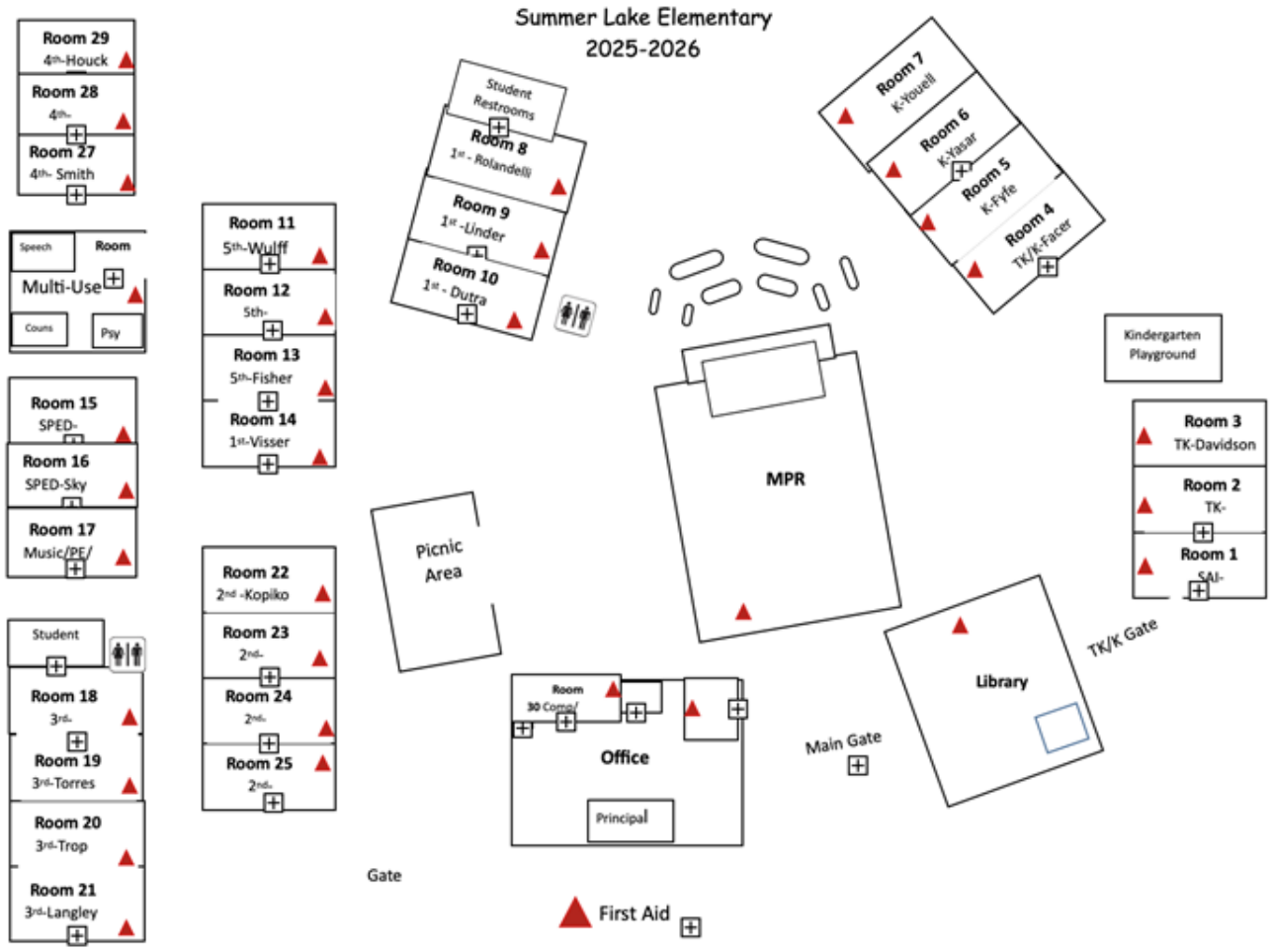
**Secondary Off-Campus Assembly Area**
Levee Access Road



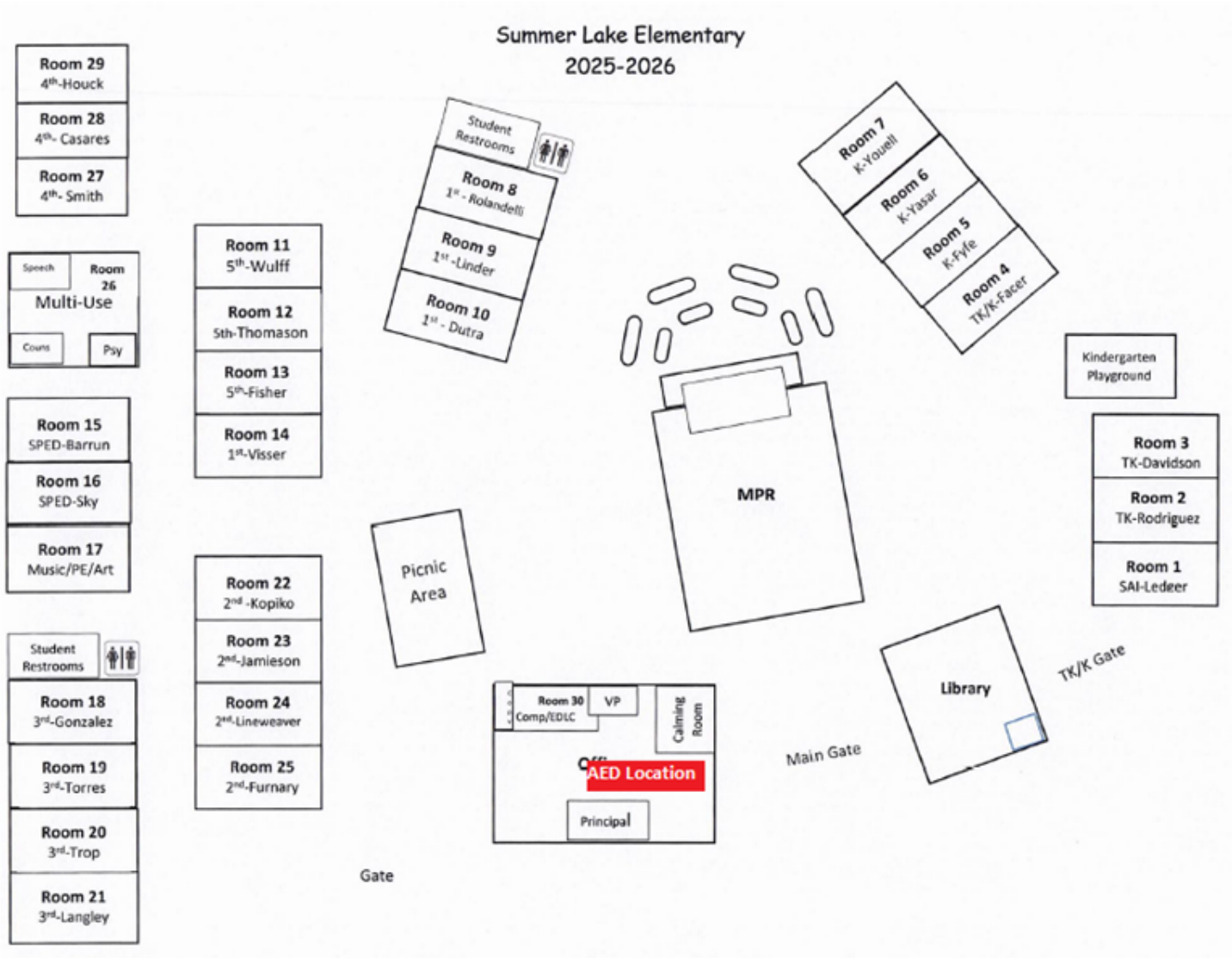

3. Incident Command System locations: command post, morgue, first aid center, evacuation assembly area, student release area, media area.




4. Emergency and first aid supply locations, and school tool kit(s) locations.




5. Location of AEDs.


Summer Lake Elementary
2025-2026
Room 29
4th-Houck
Room 28
4th- Casares
Room 27
4th- Smith
Speech
Room 26
Multi-Use
Couns
Psy
Room 15
SPED-Barrun
Room 16
SPED-Sky
Room 17
Music/PE/Art
Student Restrooms
Room 18
3rd-Gonzalez
Room 19
3rd-Torres
Room 20
3rd-Trop
Room 21
3rd-Langley
Room 11
5th-Wulff
Room 12
5th-Thomason
Room 13
5th-Fisher
Room 14
1st-Visser
Room 22
2nd -Kopiko
Room 23
2nd-Jamieson
Room 24
2nd-Lineweaver
Room 25
2nd-Furnary
Student Restrooms
Room 8
1st - Rolandelli
Room 9
1st -Linder
Room 10
1st - Dutra
Room 7
K-Youell
Room 6
K-Yasar
Room 5
K-Fyfe
Room 4
TK/K-Facer
Kindergarten Playground
MPR
Room 3
TK-Davidson
Room 2
TK-Rodriguez
Room 1
SAI-Ledeer
Picnic Area
Library
TK/K Gate
Main Gate
Room 30
Comp/EDLC
VP
Calming Room
AED Location
Principal
Gate

## Appendix A: Active Shooter Event Quick Reference Guide

**When law enforcement arrives:**

- Remain calm and follow instructions
- Drop items in your hands (e.g., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers, such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not ask questions when evacuating

**Information to provide to 911 operations:**

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

**For questions or additional assistance contact:**
Your local law enforcement authorities or FBI Field office:

Department of Homeland Security
3801 Nebraska Ave, NW
Washington, DC 20528

# ACTIVE SHOOTER EVENT

### QUICK REFERENCE GUIDE

An "active shooter" is an individual who is engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

- Victims are selected at random
- Event is unpredictable and evolves quickly
- Knowing what to do can save lives

## ACTIVE SHOOTER EVENTS

When an Active Shooter is in your vicinity, you must be prepared both mentally and physically to deal with the situation.

### You have three options:

- Have an escape route and plan in mind
- Leave your belongings behind
- Evacuate regardless of whether others agree to follow
- Help others escape, if possible
- Do not attempt to move the wounded
- Prevent others from entering an area where the active shooter may be
- Keep your hands visible
- Call 911 when you are safe

- Hide in an area out of the shooter's view
- Lock door or block entry to your hiding place
- Silence your cell phone (including vibrate mode) and remain quiet

- Fight as a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with as much physical aggression as possible
- Improvise weapons or throw items at the active shooter
- Commit to your actions . . .your life depends on it

The first officers to arrive on scene will not stop to help the injured. Expect rescue teams to follow initial officers. These rescue teams will treat and remove injured.

Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.

**Appendix B: ABC's – Three Steps to Protect Your Child During Emergencies in The School Day.**

# EASY AS ABC

## THREE STEPS TO PROTECT YOUR CHILD DURING EMERGENCIES IN THE SCHOOL DAY

**ASK** how you would be reunited with your child in an emergency or evacuation

**BRING** extra medications, special food, or supplies your child would need if you were separated overnight

**COMPLETE** a backpack card and tuck one in your child's backpack and your wallet

## ASK how you would be reunited with your child in an emergency or evacuation

**How would you find your child if an emergency happened during the school day?**

If students had to evacuate, where should parents/guardians go for pick up?

How would the school notify you in the event of emergency?

## BRING extra medications, special food, or supplies your child would need if you were separated overnight

**An emergency might require a sudden sleepover. Tell school administrators about any extra supplies your child may need to safely make it through a night away from home.**

What essential supplies would your child need if separated from you overnight? (Medications? Inhaler? Milk? Diapers? Battery pack for special equipment?)

Does the school have an emergency stockpile of these items? **Yes No**

If your child has special medications, can extras be kept at the school? **Yes No**

What is the school policy for how and when medicine can be administered to your child?

## COMPLETE a backpack card and tuck one in your child's backpack and your wallet

**Emergencies are chaotic! Make sure your child or their school knows how to reach you, and who should be called if your phone isn't working.**

Complete an emergency contact card to make sure you and your child know how to get in touch quickly.

Cut Here Fold Here

### BACKPACK EMERGENCY CARD

Child's Name:
Date of Birth:
Home Phone: Cell Phone:
School Name: Summer Lake Elementary
School Phone Number:
Special needs, medical conditions, allergies, important information:

**DIAL 911 FOR EMERGENCIES**

**Parent/Guardian/Caregiver**

Name: E-mail:
Cell Phone: Alternative Phone:
Text Okay: Yes No Employer:

Name: E-mail:
Cell Phone: Alternative Phone:
Text Okay: Yes No Employer:

**Out of Town Contact**

Name: E-mail:
Cell Phone: Alternative Phone:

**DIAL 911 FOR EMERGENCIES**

For more information on steps you can take now to protect children during emergencies and disasters visit: emergency.cdc.gov/children

## Appendix C: Board Policies and Administrative Rules

The Oakley Union School District Board Policies and Administrative Regulations listed below can be found on our district website https://www.ouesd.k12.ca.us/.

**Policies in Alphabetical Order**

Bomb Threats AR 3516.2
Bullying BP 5131.2
Campus Security AR 3515
Child Abuse Reporting Procedures BP/AR 5141.4
Conduct BP 5131
Discipline BP 5144
Disruptions BP/AR 3515.2
Dress and Grooming BP/AR 5132
Earthquake Emergency Procedure System AR 3516.3
Emergency and Disaster Preparedness Plan BP/AR 3516
Employee Security BP/AR 4258
Employee Security BP/AR 4358
Fire Drills and Fires AR 3516.1
Hate Motivated Behavior BP 5145.9
Media Relations BP 1112 (Emergency Communications)
Nondiscrimination / Harassment BP/AR 5145.3
Philosophy, Goals, Objectives and Comprehensive plans BP 0450
Sexual Harassment BP/AR 4119.11
Sexual Harassment BP/AR 5145.7
Student Disturbances BP/AR AR 5131.4
Suspension and Expulsion/Due Process (Students with Disabilities) AR 5144.2
Suspension and Expulsion/Due Process BP/AR 5144.1
Visitors/Outsiders BP/AR

## Appendix D: Notice of Public Hearing Letter

**Mayor:**

Dear Mayor,

Each year California public schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 32286. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

- Assessment of school crimes committed on school campuses and school-related activities;
- Identification of appropriate strategies and programs that will ensure a high level of school safety;
- Child Abuse reporting procedures;
- Disaster procedures;
- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
- Discrimination and Harassment policies;
- Provisions of a school-wide dress code that prohibits pupils from wearing gang-related apparel;
- Procedures for safe ingress and egress of pupils;
- Assurance of a safe and orderly school environment conducive to learning;
- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

Before the Comprehensive School Safety Plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school's safety plan. The School Site Council or the School Safety Planning Committee shall notify, in writing, the following persons or entities, if available, of this public meeting:

- The local mayor
- A representative of the school employee organization(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plan will be adopted is **February 12, 2026** in the **Library** You are invited to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at **925-625-6730** ext. **4975** if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,
Catherine Foster
Summer Lake Principal

**OUTA:**

Dear OUTA,

Each year California public schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 32286. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

- Assessment of school crimes committed on school campuses and school-related activities;
- Identification of appropriate strategies and programs that will ensure a high level of school safety;
- Child Abuse reporting procedures;
- Disaster procedures;
- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
- Discrimination and Harassment policies;
- Provisions of a school-wide dress code that prohibits pupils from wearing gang-related apparel;
- Procedures for safe ingress and egress of pupils;
- Assurance of a safe and orderly school environment conducive to learning;
- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

Before the Comprehensive School Safety Plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school's safety plan. The School Site Council or the School Safety Planning Committee shall notify, in writing, the following persons or entities, if available, of this public meeting:

- The local mayor
- A representative of the school employee organization(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plan will be adopted is **February 12, 2026** in the **Library** You are invited to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at **925-625-6730** ext. **4975** if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,
Catherine Foster
Summer Lake Principal

**CSEA:**

Dear CSEA

Each year California public schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 32286. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

- Assessment of school crimes committed on school campuses and school-related activities;
- Identification of appropriate strategies and programs that will ensure a high level of school safety;
- Child Abuse reporting procedures;
- Disaster procedures;
- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
- Discrimination and Harassment policies;
- Provisions of a school-wide dress code that prohibits pupils from wearing gang-related apparel;
- Procedures for safe ingress and egress of pupils;
- Assurance of a safe and orderly school environment conducive to learning;
- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

Before the Comprehensive School Safety Plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school's safety plan. The School Site Council or the School Safety Planning Committee shall notify, in writing, the following persons or entities, if available, of this public meeting:

- The local mayor
- A representative of the school employee organization(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plan will be adopted is **February 12, 2026** in the **Library** You are invited to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at **925-625-6730** ext. **4975** if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,
Catherine Foster
Summer Lake Principal

**Local 1:**

Dear LOCAL 1,

Each year California public schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 32286. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

- Assessment of school crimes committed on school campuses and school-related activities;
- Identification of appropriate strategies and programs that will ensure a high level of school safety;
- Child Abuse reporting procedures;
- Disaster procedures;
- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
- Discrimination and Harassment policies;
- Provisions of a school-wide dress code that prohibits pupils from wearing gang-related apparel;
- Procedures for safe ingress and egress of pupils;
- Assurance of a safe and orderly school environment conducive to learning;
- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

Before the Comprehensive School Safety Plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school's safety plan. The School Site Council or the School Safety Planning Committee shall notify, in writing, the following persons or entities, if available, of this public meeting:

- The local mayor
- A representative of the school employee organization(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plan will be adopted is **February 12, 2026** in the **Library** You are invited to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at **925-625-6730** ext. **4975** if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,
Catherine Foster
Summer Lake Principal

**Parent Club:**

Dear PTA,

Each year California public schools are required to prepare and/or update a Comprehensive School Site Safety Plan per California Education Code Section 32286. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

- Assessment of school crimes committed on school campuses and school-related activities;
- Identification of appropriate strategies and programs that will ensure a high level of school safety;
- Child Abuse reporting procedures;
- Disaster procedures;
- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
- Discrimination and Harassment policies;
- Provisions of a school-wide dress code that prohibits pupils from wearing gang-related apparel;
- Procedures for safe ingress and egress of pupils;
- Assurance of a safe and orderly school environment conducive to learning;
- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

Before the Comprehensive School Safety Plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school's safety plan. The School Site Council or the School Safety Planning Committee shall notify, in writing, the following persons or entities, if available, of this public meeting:

- The local mayor
- A representative of the school employee organization(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plan will be adopted is **February 12, 2026** in the **Library** You are invited to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at **925-625-6730** ext. **4975** if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,
Catherine Foster
Summer Lake Principal

**Other:**

## Appendix E: Assurances

**Directions: Use the mouse to sign your signature in the appropriate areas.**

| | |
|---|---|
| Method for Communicating Plan and Notifying Public:<br>*Ed Code 32288* | **Date of Public Hearing:** February 12, 2026<br>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:<br>- Local Mayor<br>- Representative of the local school employee organization<br>- A representative of each parent organization at the school site, including parent teacher association and parent teacher clubs<br>- A representative of each teacher organization at the school site<br>- A representative of the student body government<br>- All persons who have indicate they want to be notified |
| | The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:<br>- A representative of the local churches<br>- Local civic leaders<br>- Local business organizations<br>- In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with *Ed Code 32281* |
| Review of Progress for Last Year | |

| Category | Name | Signature | Date |
|---|---|---|---|
| Law Enforcement Review | Garrett Wayne | | Date: 2/27/26 |
| Site Council Approval | Cassandra Yusta | | Date: 2/13/26 |