Sonora Union High School District

2015-2017 Comprehensive District Safety Plan

Sonora High School
Sonora Union High School Alternative Education Campus

This Comprehensive School Safety Plan was developed collaboratively with all district schools and adopted by the Board of Trustees of the Sonora Union High School District on February 21, 2017

SUHSD Board Approval Confirmed by:

Name	Title	Signature	Date
Patrick A. Chabot	*Superintendent*		
Jeanie Smith	*Board Clerk*		

This document is to be maintained for public inspection in the district office during regular business hours.

SUHSD Safety Plan – Table of Contents

Item **Page**

Comprehensive Safety Plan Purpose & Compliance 3

Guiding Priciples 5

Safety Plan Vision 5

Components of the Comprehensive School Safety Plan 6

SUHSD Safety Planning Team and Advisors 6

Assessment of School Safety 6

District/Campus Safety Strategies and Programs 6

(A) Child Abuse Reporting Procedures 6

(B) Emergency Preparedness and Crisis Response Plan 7

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 8

(D) Procedures to Notify Teachers of Dangerous Pupils 8

(E) Discrimination and Harassment Policies 9

(F) School-wide Dress Code 10

(G) Procedure for Safe Ingress and Egress to and from School 10

(H) A Safe and Orderly School Environment Conducive to Learning 11

(I) School Discipline Rules and Consequences 16

Safety Plan Review, Evaluation and Amendment Procedures 18

Safety Plan Appendices 19

Protected Information 19

Appendix A: Safety Planning Process 20

Appendix B: District Crisis Response Plans 21

Appendix B.1: District Staff Emergency Contacts – Confidential 22

Appendix B.2: Campus Staff Emergency Contacts – Confidential 23

Appendix B.3: Crisis Response/Community Emergency Contacts 24

Appendix B.4: SUHSD Incident Command System 24

Appendix B.5: District/Campus Emergency Fire Evacuation Plans 28

Appendix C: Emergency Response Guidelines 31

Appendix D: Types of Emergencies & General Procedures 33

Comprehensive Safety Plan Purpose & Compliance

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

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

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

Comprehensive School Safety Plans must include the following elements:

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

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

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

As defined in **SUHSD Board Policy 0450**, 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 creating a

positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting and the adoption of the plan shall not be a consent item. At a minimum, the Board shall discuss both of the following:

1. How the safety plan addresses the needs of each school and students within that school
2. How the school safety planning committee, when writing the plan, considered the requirements described in Education Code 32282.

A copy of the comprehensive district safety plan shall be available for review at the Sonora Union High School District office.

Declaration regarding SUHSD board policy and administrative regulation references:

Except when specifically quoted, the SUHSD Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language.

To review these policies and regulations in their entirety, please see the district office during regular business hours or visit http://sonorahs.k12.ca.us/# *and look for the Safety Plan under the "required" tab.*

SHS Guiding Principals

Safety Plan Vision

To support the philosophy and goals of the Sonora Union High School District we strive for a safe learning environment where students are empowered to achieve through strong connectedness to their school and community.

Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that improve our schools' social and physical climate.

• Components of the Comprehensive School Safety Plan

As a small school district (enrollment of 2,500 or below), the SUHSD Comprehensive District Safety Plan encompasses both campuses. Site-specific procedures to implement the components of this plan will be included within the body or appendices of this document.

SUHSD School Site Council

- Sonora High School Principal
- Teachers
- Classified Employees
- Parents
- Students

Assessment of School Safety

Education Code, Section 32282 (a) 1

SUHSD has a solid history of safe schools in both the social and physical climate. As a small and tight-knit town, the community is most often supportive of the school in both academic efforts and youth safety and development. Our schools continue to provide a safe haven for students.

A review of school suspension and expulsion data, campus policies and procedures, and safety interviews with school administration and staff showed an overall safe campus climate and a district commitment to student safety. Site assessments conducted at each location found facilities to be in good repair and conducive to safety. Some of the overarching district safety concerns include traffic flow and pedestrian safety, campus visitors and access control.

District/Campus Safety Strategies and Programs

Education Code 32282 (a) 2 (A)-(J)

As written in **SUHSD Board Policy 5142**, the Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures

Additional code references: Education Code 32282(a)(2)(A) Penal Code 11166

According to **SUHSD Board Policy 5141.4**, **t**he Board of Trustees recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse.

All school staff members are to inform school administration by the end of the regular school day when the knowledge or substantiated suspicion of child abuse was attained. The following notification procedures shall be carried out in coordination with the district psychologist to allow for additional assessment and counseling of the student.

Notification shall begin with the principal and if unavailable, the assistant principal and if unavailable the Superintendent. If none of these administrators are available, staff should call the Tuolumne County Child Welfare Services child abuse report hotline at (209) 533-5717. Upon initial notification, the administrator receiving the information will assist staff in filling out Suspected Child Abuse Report (SCAR) form and direct them in contacting CWS.

(B) Emergency Preparedness and Crisis Response Plan

Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100

In **SUHSD Board Policy 3516**, the Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. These plans will be developed in compliance with the California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Sonora Union High School District Crisis Response plan is included in the appendices, and accomplishes the following:

- Appendix B: District Crisis Response Plan, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS.
  - Provides ALICE training (Alert, Lockdown, Inform, Counter, Evacuate).
  - Provides emergency contact information for district staff in Appendix B.1: District Staff Emergency Contacts – Confidential.
  - Provides emergency contact information for school site staff in Appendix B.2: Campus Staff Emergency Contacts – Confidential.
  - Describes the ICS structure for the district crisis response team in Appendix B.4: SUHSD Incident Command System
  - Defines specific evacuation procedures for the district office and school sites developed with considerations for students with physical disabilities in Appendix B.5: District/Campus Emergency Fire Evacuation .
- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake in Appendix C: Emergency Response Guidelines and Appendix D: Types of Emergencies & General Procedures.

(i) Earthquake and Multi-hazard Emergency Procedure System

SUHSD Administrative Regulation 3516.3 describes the districts policies for establishing an earthquake emergency procedure system and defines several key procedures including

alignment with SEMS and NIMS, a definition of drop procedures and a list of response activities to occur during and immediately following an earthquake.

(ii) Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Additional code reference: Education Code 48900, 48915 (d) and (c)

Through **SUHSD Board Policy 5144.1 and 5144.2**, the Board of Trustees has established policies and standards of behavior in order to promote learning and protect the safety and well being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The policy also describes the guidelines for **Zero Tolerance** in accordance with state and federal law, Student Due Process, Supervised Suspension Classroom, and the Decision to Not Enforce Expulsion Order available to the school board.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(D) Procedures to Notify Teachers of Dangerous Pupils

Additional code reference: Education Code 49079

As described in **SUHSD Board Policy 4158**: the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(E) Discrimination and Harassment Policies

Additional code reference: Education Code 200-262.4

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in **SUHSD Board Policy 0410**, which states that the Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs that ensure that discriminatory practices are eliminated in all district activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

SUHSD Board Policy 5145.3 states that district programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

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

As written in **SUHSD Board Policy 5145.7**, the Board of Trustees is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

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

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

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

(F) School-wide Dress Code

Additional code reference: Education Code 35183

As described in **SUHSD Board Policy 5132**, the Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process.

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

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

For campus-specific detailed dress code requirements, please refer to the student handbooks that are distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(G) Procedure for Safe Ingress and Egress to and from School

Through a collection of Board Policies, Sonora Union High School District has established procedures to ensure the safety of students, parents, and school employees. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- BP 5142: describes a collection of polices and procedures to ensure student safety.
- AR 3543: provides a framework for school bus transportation safety plans and procedures including, student and parent education, bus evacuation exercises, limitations on school bus operation for foggy conditions and exceptions to school bus capacity limits in emergency situations where students must be moved immediately to ensure safety.
- BP 5131: holds students accountable for conduct not only on campus but also on their way to and from school.
- BP 5131.1: defines specific expectations of student conduct while riding a school bus.
- BP 5131.7: prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind with specific reference to times where students are on their way to or from school.
- BP 5112.5: defines the closed-campus designation for all schools within the district.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix B.5: District/Campus Emergency Fire Evacuation .

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in **SUHSD Board Policy 1250**:

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session.

For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

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

As intended by Educational Code 32282 (b) the action plans shown in the tables on the following pages were developed using strategies presented in the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action".

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

Safe Physical Climate Goal:	**Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.**			
Objectives	**Action Steps**	**Resources**	**Project Lead**	**Outcomes**
1) Identify and address/secure critical facility vulnerabilities and hazards	Loss Prevention Survey by Tuolumne JPA Upgrade surveillance camera system Upgrade fire alarm system.		Superintendent/Maintenance	Conduct follow-up physical site assessments to assess facilities
2) Maintain Emergency Lockdown Classroom Supplies for each Classroom	Check expiration dates where applicable Maintain school-wide PA system	REMS Grant	Associate Principal	Emergency Lockdown Supplies in each classroom – current dates Regular lockdown drills
3) Implement and practice crisis response plans	Collaborate with local public safety and emergency response agencies to assess and revise detailed campus crisis response plans In coordination with public safety partners, review and update campus evacuation plans including on- and off-site Offer site staff and faculty training on crisis response plans, NIMS, SEMS and ICS, ALICE (Alert, Lockdown, Inform,		Associate Principal **Key Partners:** Sonora Police Dept. Sonora Fire Dept. Tuolumne County Superintendent of Schools Office Stanislaus County Office of Education	Annual review and update of site plans, to include evacuation maps, ICS facility locations and response teams Fire drills and lock-down exercises will be scheduled and debriefed Crisis response training participants will be tracked to measure # of staff trained

Safe Physical Climate Goal:	Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.			
Objectives	**Action Steps**	**Resources**	**Project Lead**	**Outcomes**
	Counter, Evacuate).			

Safe Social Climate Goal:	Our students and staff thrive together in an environment of mutual respect, personal accountability and a commitment to excellence.			
Objectives	**Action Steps**	**Resources**	**Project Lead**	**Outcomes**
1) Provide students with behavioral and emotional support	Continue implementation of Student Success Teams in all campuses		Counselors	# of students referred to, and served by Student Success Teams
	Continue Link Crew Program		Link Crew Advisor	Multiple activities throughout the year
	Freshman Life Skills Course		Teachers	Peer Counseling provided two periods per day
	ROAR		Teachers / ASB	One day dedicated to incoming 8th graders
	We-tip		Administrators	Meetings
	ADBIP		Probation	

Safe Social Climate Goal:	**Our students and staff thrive together in an environment of mutual respect, personal accountability and a commitment to excellence.**			
Objectives	**Action Steps**	**Resources**	**Project Lead**	**Outcomes**
	Every 15 Minutes Program Girls Circle Boys Council Wildcat Roundup Grief Group School Clubs Intervention Specialist Kontraband Interdiction & Detection Services (KIDS)		Teacher Counselors Counselors Principal Counselors Activities Director Counselors Administration	
2) Provide students with Academic Support	Math Tutoring & Intervention Parent Portal Aeries		Math teachers Teachers	Sign-in logs / attendance Student Grades

Safe Social Climate Goal:	**Our students and staff thrive together in an environment of mutual respect, personal accountability and a commitment to excellence.**			
Objectives	**Action Steps**	**Resources**	**Project Lead**	**Outcomes**
	SST Senior Projects APEX		Counselors Sr. Project Coordinator APEX Coordinator	Student Grades Senior Project Presentations and Showcase Enrollment and class success

(I) School Discipline Rules and Consequences

Additional code references: Education Code 35291 and 35291.5

SUHSD Board Policy 5131 identifies district-wide standards for student conduct:

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes but is not limited too:

1. Conduct that endangers students, staff or others
2. Conduct that disrupts the orderly environment of the classroom
3. Harassment of students or staff, including bullying, intimidation, so-called "cyberbullying," hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering
    a. Cyberbullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.
4. Damage to or theft of property belonging to students, staff or the district
5. Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose, including employment
    a. Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty in school work or on tests
8. Inappropriate attire
9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, or transfer to alternative programs in accordance with Board policy and administrative regulation, and contact with local law enforcement as appropriate.

Students also may be subject to discipline in accordance with law, Board policy, and administrative regulation for any off-campus conduct during non-school hours that poses a threat

or danger to the safety of students, staff, or district property or disrupts the orderly delivery of the educational program.

For campus-specific rules and comprehensive description of conduct and student behavior expectations, please refer to student handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

SUHSD Board Policy 5144 describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The Board of Trustees desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Additional Board Policies are listed below, which describe overarching discipline standards for specific areas of concern. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:

- Gang prevention; restrictions on student behavior, gestures, apparel or paraphernalia indicative of gang affiliation. **SUHSD Board Policy 5136**
- Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school. **SUHSD Board Policy 5131.7**

Safety Plan Review, Evaluation and Amendment Procedures

The Sonora Union High School District comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January of each school year.

Pursuant to Education Code Section 35294.6(a), the Sonora Union High School District adopted this annual comprehensive school safety plan at the regular meeting of the Board of Trustees held October 20, 2015. An opportunity for public comment was provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the Sonora Union High School District Office. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Safety Planning Process.

Safety Plan Appendices

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under the California Public Records Act (Government Code 6254 parts *c* and *a*) and prescribed by SUHSD Administrative Regulation 1340, the following items will be identified as **"Confidential"**, reviewed only in a closed session of the SUHSD Board of Trustees and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
  (Further detail on protected information is also defined in GC 6254.3.)
- Any appendices prepared to assess district and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

According to the procedures developed by the Department of Homeland Security and defined in DHS Management Directive 11042.1, the following items will be designated **"For Official Use Only (FOUO)"**, will be reviewed only in a closed session of the SUHSD Board of Trustees and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc), and supplies storage.

Appendix A: Safety Planning Process

Activity Description *(i.e. review steps, meetings conducted, approvals, etc)*	**Date and Time**	**Documentation** *(description and location)*
School site-visit safety assessments: Review of Loss Prevention Survey by Tuolumne JPA	October – November	*SUHSD Safety Assessment presentation*
Preliminary school data research for campus assessments; collected from CDE DataQuest, SARC reports.	October - November	*None attached. Original data available through state reports*
Consultation meeting to discuss safety plan goals, project timeline and team members.	December - February	*SHS Site Council Minutes* *Safety Committee Minutes*
SUHSD Board Presentation	February	Meeting agenda
SUHSD Board Presentation & Plan Approval	February	Meeting agenda
Evaluation	May	

Appendix B: District Crisis Response Plans

The following sections provide key information for crisis response for SUHSD. While this information represents the basic tools needed for an effective crisis response, SUHSD will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation, including a stand-alone crisis response plan will be referenced in Comprehensive District Safety Plan as it is developed.

Appendix B.1: District Staff Emergency Contacts – Confidential

Name	Position	Number(s)	Safety/Crisis Response Role
Patrick Chabot	Superintendent		Public Information Officer
Cindy Costello	Administrative Assistant		Liaison Officer
Gilbert Hammerbeck	Director of MOT		Safety Officer and Logistics Section Chief
Gail Staggs	Lead Food Service		Nutrition Team
Dana Vaccarezza	Chief Business Officer		Finance/Admin Section Chief
Susan Pittman	Accounting		Logistics Section Chief

Appendix B.2: Campus Staff Emergency Contacts – Confidential

Name	Position	Number(s)	Safety/Crisis Response Role
Ben Howell	Administrator		Incident Commander
Julie Koozer	Administrator		Operations and Planning Section Chief
Karen Sells	Administrator		Plan & Intel Section Chief
Ed Horat	Security		Security Team
Bonnie Archer	Security		Security Team
Jimmy Docket	Security		Security Team
Jackie Potts	1st Responder Teacher		Search & Rescue Team/ Medical Team
Kathy Spotorno	PE Teacher		Medical Team
Dan Dona	PE Teacher		Medical Team
Rusty Price	PE Teacher		Medical Team
Stacy Kroeze	Counselor		Student Care & Support Team
Alissa Clifton	Counselor		Student Care & Support Team
Courtney Castle	Counselor		Student Care & Support Team
Mark Ferreira	Fire Science Instructor		
Roy Morlan	Principal		Incident Commander Alt Ed Campus
Chris Rosko	Security		Security Team
Ashley McGee	Counselor		Counselor

Appendix B.3: Crisis Response/Community Emergency Contacts

For all emergencies call 911!

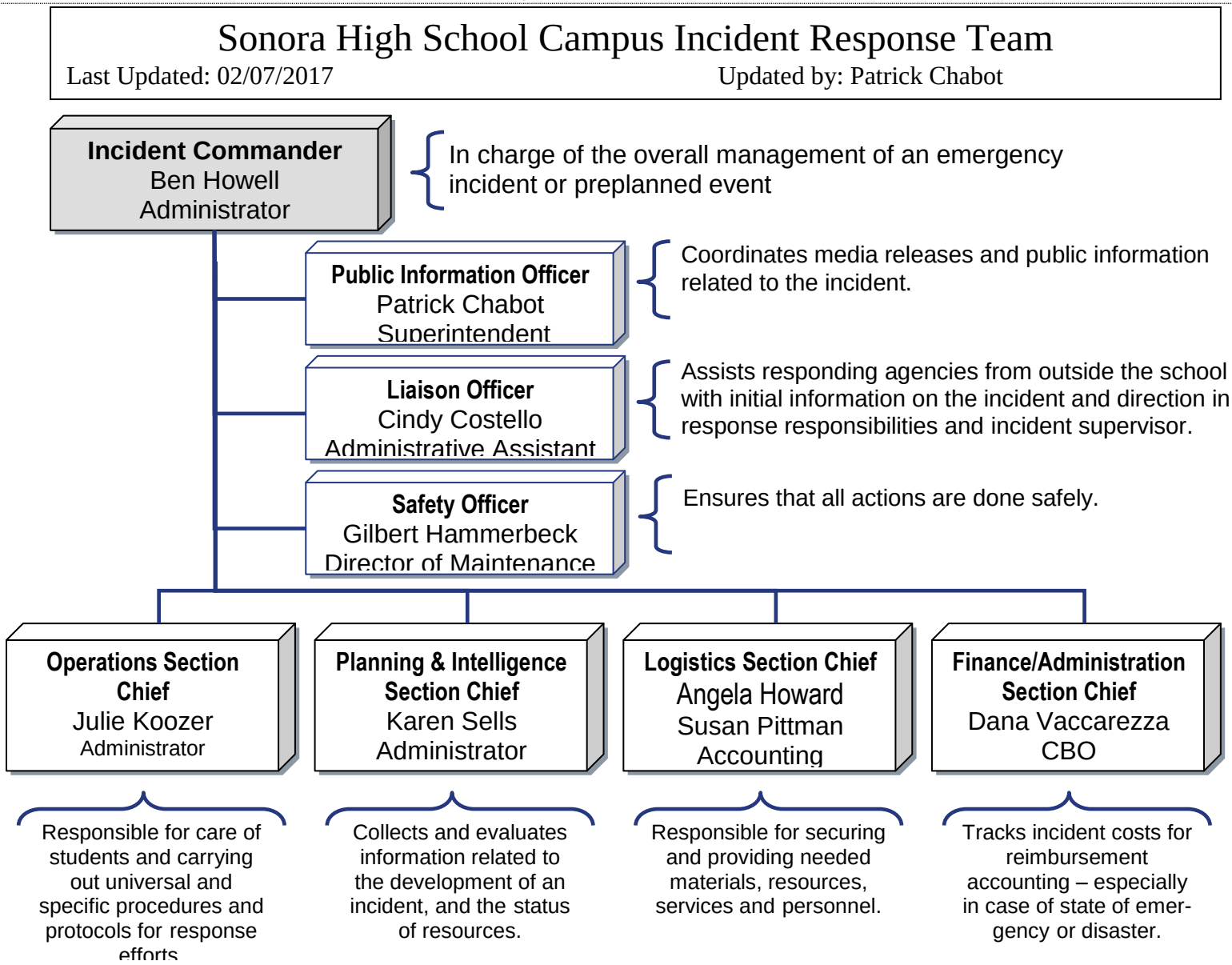
Public Health and Safety

Vendor	Number	Purpose/Subject
Sonora Police Dept	**Emergency – 911**	
	(209) 532-8141	Non-emergency
County Sheriff	**Emergency – 911**	
	(209) 533-5815	Non-emergency
Sonora Fire Dept	**Emergency – 911**	
	(209) 532-7432	Non-emergency
County Fire	**Emergency - 911**	
	(209) 533-5100	Non-emergency, main office
CHP, Jamestown-Sonora	(209) 984-3944	Non-emergency
County Animal Control	(209) 694-2730	Animal-related issues
American Red Cross	(209) 533-1513	Sonora Office
Child Welfare Services	(209) 533-5717	Regular hours reports
Air Pollution Control Dist.	(209) 533-5693	Info on air quality
Behavioral Health Dept	(209) 533-7000	
Poison Control	(800) 404-4646	
Sonora Regional Med Ctr	(209) 532-5000	

Public Utilities

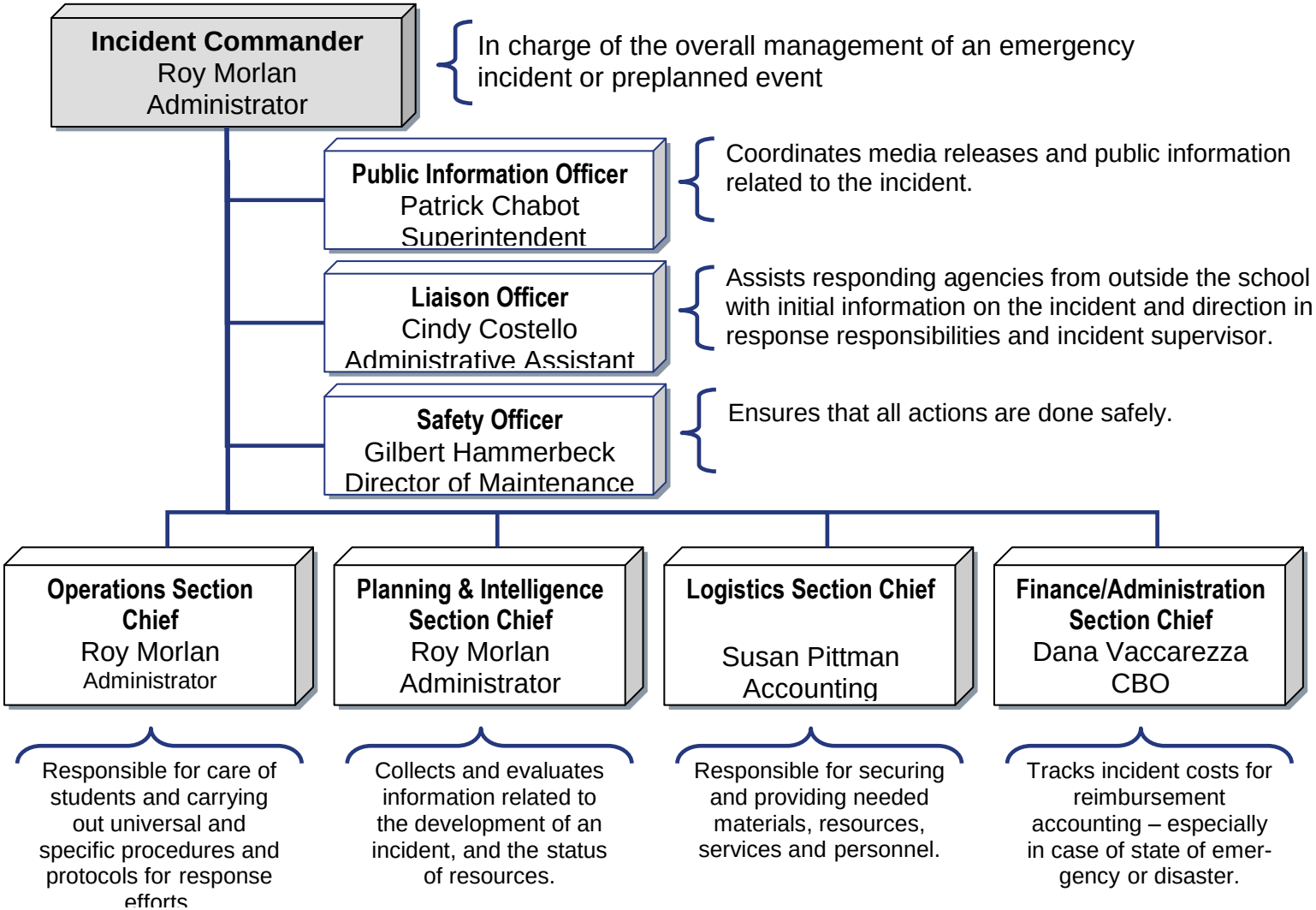
Vendor	Number	Purpose/Subject
PG&E	1(800) 743-5000	Electrical emergencies
County Public Works	(209) 533-5601	Regular hours only

Appendix B.4: SUHSD Incident Command System



Alternative Education Campus Incident Response Team

Last Updated: 02/07/2017 Updated by: Patrick Chabot



Standardized Emergency Management System/ Incident Command System Overview

The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency.

ICS consists of five functions:

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response.

Planning & Intelligence

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

Operations

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

In the organizational structure described on the preceding page, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

Logistics

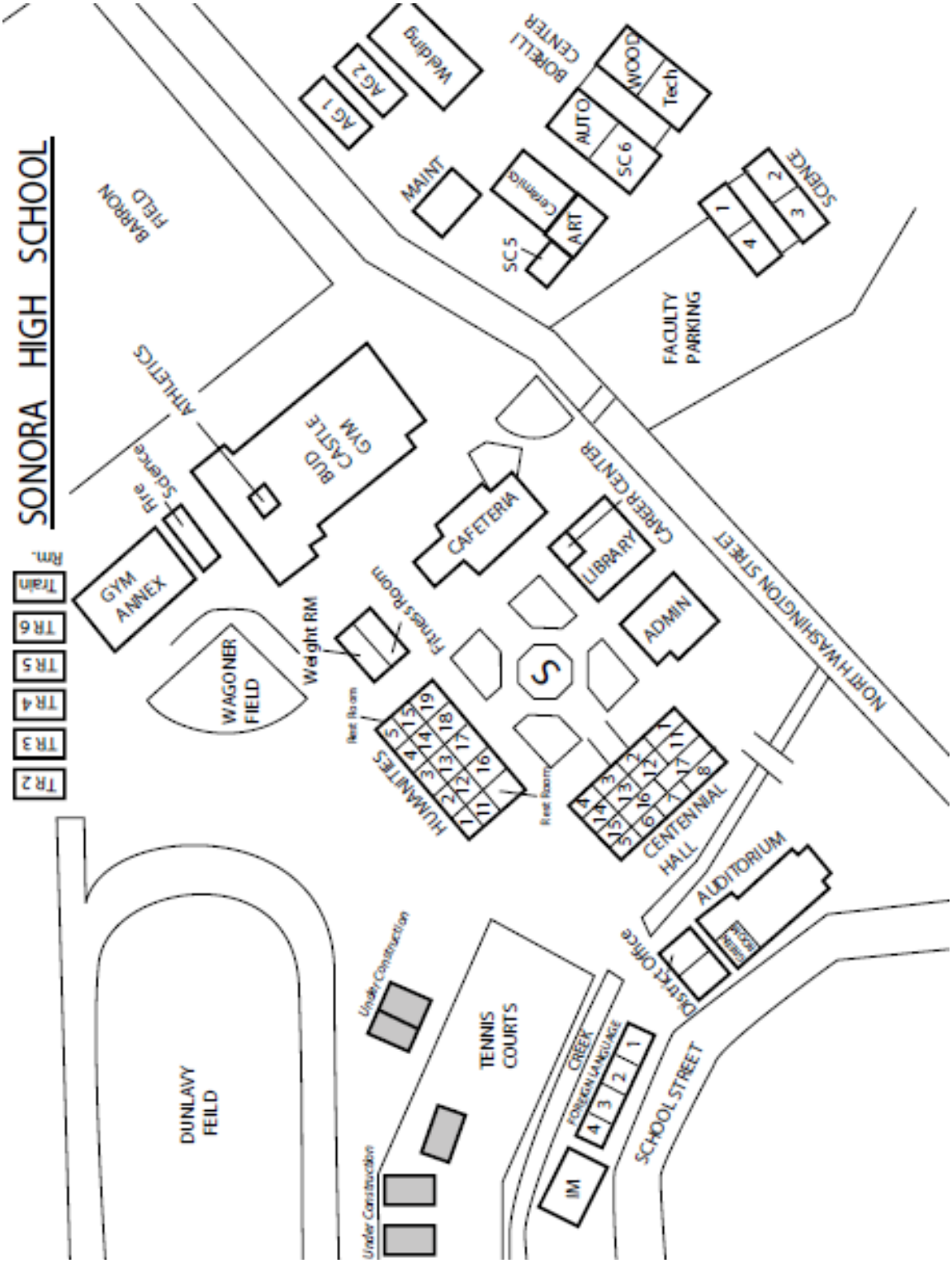
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

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

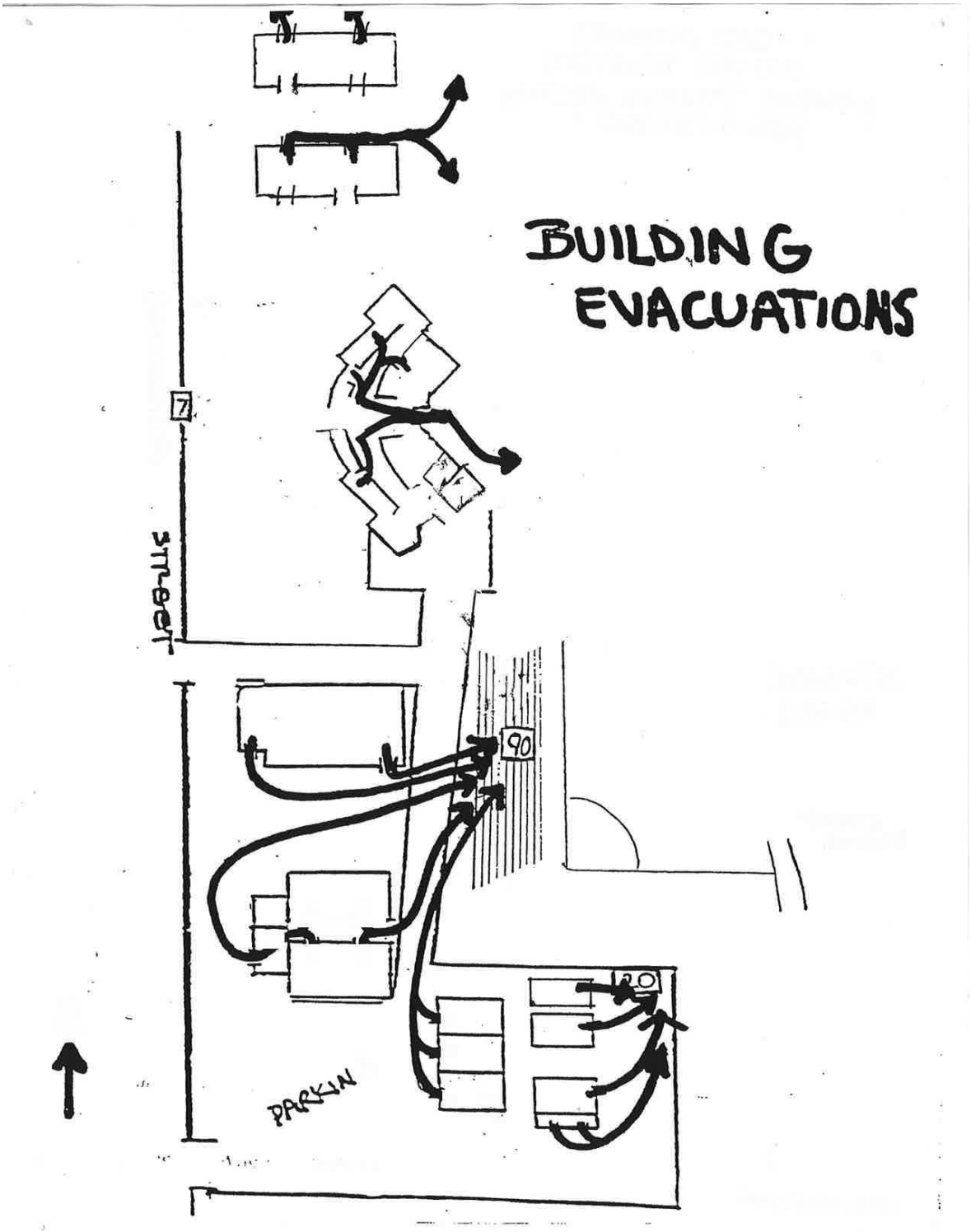
Appendix B.5: District/Campus Emergency Fire Evacuation Plans

Sonora High School and District Office Evacuation Plan.



Classes on the west side of No. Washington St. evacuate to Barron Field.
Classes on the east side of the street evacuate to Dunlavy Field.

Alternative Education School campus Evacuation Plan



Appendix C: Emergency Response Guidelines

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency**: A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury.
- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., "unknown white powder."
- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Appendix D: Types of Emergencies & General Procedures

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, mountain lion, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down or Evacuate Building.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt o keep the caller on the telephone as long as possible and alert someone else to ***call 911***. The person answering the threat call should ask the questions listed on the "Bomb Threat Checklist". In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuation.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

EXPLOSION OR RISK OF EXPLOSION

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radio active materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or

designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

PSYCHOLOGICAL TRAUMA

When the administrator or designee determines that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the SUHSD School Resource Chaplains. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of others.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.