





Sonora Union High School District

2024-2025 Comprehensive School Safety Plan (CSSP)

Sonora High School Campus
Alternative Education Campus

Governing Board Adoption: 02/26/2024
Sonora UHSD Board Adoption Confirmed by:

Name	Title	Signature	Date
Ed Pelfrey	Superintendent		02/26/2024
Keith Arnett	Board Clerk		02/26/2024

This document is available for public inspection on the district website, sonorahs.k12.ca.us, and in the district office during regular business hours.

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SAFETY PLAN PURPOSE & COMPLIANCE

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating grades K 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 School 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 1 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 School Safety Plan to encompass all schools within the district, which would fulfill each individual school's Comprehensive School 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 includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The Board shall review the Comprehensive School Safety Plan 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.

The Superintendent or designee shall share the Comprehensive School Safety Plan and any updates to the plan with local law enforcement, the local fire department, and other first responder entities. A copy of the Comprehensive School Safety Plan shall be available for review on the district website.

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 visit sonorahs.k12.ca.us and look for Board Policies under the “Board” tab.

SONORA UHSD GUIDING PRINCIPLES

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 SAFETY PLAN

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

Sonora UHSD 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.

In the 2022-2023 California Healthy Kids Survey conducted among Sonora Union High School District's 9th and 11th graders, there was a notable increase in students perceiving their school as safe or very safe, with 65% of 9th graders and 61% of 11th graders reporting this positive perception, representing an increase from 42% and 52% respectively in the previous year. This suggests significant improvements in the physical and psychological safety environment within the schools.

Furthermore, the survey highlighted an encouraging trend in the domain of social and emotional health, where the percentage of students experiencing chronic sadness or hopelessness in the past 12 months has decreased to 39% among 9th graders and 32% among 11th graders, down from 42% and 35% respectively in the previous year. Additionally, the consideration of suicide in the past 12 months has decreased to 19% for 9th graders and 16% for 11th graders, which underscores the importance of continued mental health support and initiatives.

Regarding substance use among students, there has been a decrease in the current use of alcohol or drugs among 9th graders to 15% in the 2022-2023 school year from 21% in the previous year, indicating progress in efforts to reduce substance use. Among 11th graders, the use decreased to 22% from 31%, further highlighting the effectiveness of ongoing initiatives aimed at addressing this issue. Marijuana use has also seen a decline, with 9% of 9th graders and 13% of 11th graders reporting current use, demonstrating the positive impact of preventive measures.

These insights are key indicators of the school safety climate and student well-being at Sonora Union High School District, highlighting both the successes and areas for ongoing focus to support student health and engagement."

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 promotes student safety and well-being. Appropriate measures shall be implemented to minimize the risk of harm to students, including, but not limited to, protocols for maintaining safe conditions on school grounds, promoting safe use of school facilities and equipment, and, and guiding student participation in 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**, 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.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum which shall explain students' rights to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly,

informs them students of available support resources, and teaches them how to obtain help and disclose incidents of abuse.

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 mandated reporters and shall call the Tuolumne County Child Welfare Services (CWS) child abuse report hotline at (209) 533-5717, and file a completed Suspected Child Abuse Report (SCAR) with CWS.

In addition, school staff members are to inform school administration immediately when the knowledge or substantiated suspicion of child abuse was attained.

(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 SUHSD 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 district's 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) Procedures to Assess and Respond to Dangerous, Violent, and Unlawful Activity

Additional code reference: Education Code 32282 (a) (2) (K)

Sonora Union High School District is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The “Assessment of the Current Status of School Crime and Safety” along with the “Risk Assessment” portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, site safety committee members, and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, site administration will follow Sonora Union High School District procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

(D) 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 of state and federal law concerning Student Due Process, and the Decision to Not Enforce Expulsion Order available to the school board.

For campus-specific guidelines for suspension and expulsion of students, please refer to student and parent handbooks distributed to all students at the start of each school year.

(E) 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.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The superintendent or designee shall provide staff development in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

(F) Discrimination and Harassment Policies

Additional code reference: Education Code 200-262.4

As described in **SUHSD Board Policy 0410**, the Board of Trustees is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

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 discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital, pregnancy or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, ~~or~~ gender expression, genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

The Board of Trustees desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee

who permits or engages in harassment shall 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 a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment targeted at any student by anyone at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint, testifies about, or otherwise supports a complainant in alleging sexual harassment.

The Superintendent or designee shall ensure that all district students receive age-appropriate 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 sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed instances of sexual harassment, even when the alleged victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made
5. A clear message that the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Upon completion of any investigation of a sexual harassment complaint, any student who engages in sexual harassment or sexual violence 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.

(G) 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 wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or a distraction to the educational process.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance. In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including but not limited to, braids, locks, and twists.

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.

A student who violates dress code standards shall be subject to appropriate disciplinary action.

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 at each school site.

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

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

SUHSD 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:** recognizes the importance of providing a safe school environment that is conducive to learning and promotes student safety and well-being.
- **AR 3543:** specifies school bus transportation safety plans and procedures including-daily bus inspection, installation of fire extinguisher and child safety alert system, 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 firearms, weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school.
- **BP 5112.5:** defines the open-campus designation for all schools within the district with notice that students shall not leave school grounds at any time, other than those who have the privilege of leaving campus during lunch.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, active shooter, 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** all visitors shall register immediately upon entering school grounds when school is in session to ensure the safety of students and staff and avoid potential disruptions. 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.

(I) Emergency Action Plan for Extra Curricular Activities

The Governing Board recognizes that extracurricular activities enrich the educational and social development of students and enhance students' feeling of connectedness with the schools. **SUHSD Board Policy 6145** states that the district shall encourage and support student participation in extracurricular activities. When attending or participating in extracurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. As stated in **SUHSD Administrative Regulation**, all extracurricular activities conducted by the school, or any organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated and/or non certificated employees.

Please refer to the Emergency Action Plan for Extra Curricular Activities for additional information related to safety and emergency procedures during extracurricular activities.

(J) 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, or using 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 to:

1. Conduct that endangers students, staff or others
2. Conduct that disrupts the orderly environment of the classroom
3. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, 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, use, or being under the influence of tobacco, alcohol, or other prohibited substances
6. Possession or use of a laser pointer on school premises, unless used for a valid instructional or other school-related purpose with prior permission of the principal or designee
7. Obscene acts or use of profane, vulgar, or abusive language
8. Plagiarism or dishonesty on school work or tests
9. Wearing of any attire that violates district or school dress codes
10. Tardiness or unexcused absence from school
11. 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, or denial of participation in extracurricular or co curricular activities or other privileges 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.

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

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and 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, provision of appropriate intervention and support, and parent involvement can minimize the need for discipline. Staff shall use positive interventions and alternative disciplinary measures over exclusionary discipline whenever possible. When misconduct occurs, staff attempt to identify and address the causes of the student's behavior and implement appropriate discipline.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement these disciplinary strategies.

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:

- **SUHSD Board Policy 5136:** Gang prevention; restrictions on student behavior, gestures, apparel or paraphernalia indicative of gang affiliation.
- **SUHSD Board Policy 5131.7:** Weapons and Dangerous Instruments; prohibition of any person other than authorized law enforcement 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.

(K) 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.

Sonora Union High School District • Comprehensive School Safety Plan

100 School Street, Sonora, CA 95370; (209) 533-8510

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	1) Loss Prevention Survey by Tuolumne JPA		1) Superintendent	1) Conduct follow-up physical site assessments to assess facilities
	2) Upgrade public address system		2) Maintenance and Operations Manager	2) Operational public address system in all rooms.
2) Maintain Emergency Lockdown Classroom Supplies for each Classroom	1) Check expiration dates where applicable	1) REMS Grant	1) Associate Principal	1) Emergency Lockdown Supplies in each classroom – current dates
3) Implement and practice crisis response plans	1) Collaborate with local public safety and emergency response agencies to assess and revise detailed campus crisis response plans		1) Associate Principal	1) Annual review and update of site plans, to include evacuation maps, ICS facility locations and response teams
	2) In coordination with public safety partners, review and update campus evacuation plans including on- and off-site		2) Key Partners: Sonora Police Dept. Sonora Fire Dept. Tuolumne County Superintendent of Schools Office Stanislaus County Office of Education	2) Fire drills and lock-down exercises will be scheduled and debriefed
	3) Offer site staff and faculty training on crisis response plans, NIMS, SEMS and ICS, ALICE (Alert, Lockdown, Inform, Counter, Evacuate)		3) Principals	3) Crisis response training participants will be tracked to measure number of staff trained

Sonora Union High School District · Comprehensive School Safety Plan

100 School Street, Sonora, CA 95370; (209) 533-8510

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	1) Continue implementation of Student Success Teams in all campuses		1) Counselors	1) Number of students referred to, and served by Student Success Teams
	2) Continue Link Crew Program		2) Link Crew Advisor	2) Multiple activities throughout the year
	3) PBIS		14.a) Teachers 14.b) Administration 14.c) Counselors	14) Support positive student behavior
	4) We-tip / STOPit		4) Administrators	4) Meetings / Anonymous Reporting
	5) Every 15 Minutes Program		5) Teachers	5) Reduce students driving under the influence
	6) Girls Circle		6) Counselors	6) Improved student wellness
	7) Boys Council		7) Counselors	7) Improved student wellness
	8) Wildcat Roundup		8.a) Counselors 8.b) Principal	8) Support parent and student engagement
	9) Grief Group		9) Counselors	9) Improved student wellness
	10) School Clubs		10) Activities Director	10) Support student engagement
	11) Student Support Specialist		11) Administration	11) Support positive student behavior
	12) Kontraband Interdiction & Detection Services (KIDS)		12) Administration	12) Reduce presence of contraband on campus
	13) Wellness Center		13.a) Mentors 13.b) Counselors	13) Improved student Wellness
2) Provide students with Academic Support	1) Math Tutoring & Intervention		1) Math teachers	1) Sign-in logs / attendance
	2) Parent Portal Aeries		2) Teachers	2) Student Grades
	3) Student Study Teams (SST)		3) Counselors	3) 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
	4) APEX Computer Courses		4) APEX Coordinator	4) Enrollment and class success
	5) Flex Period		5.a) Teachers 5.b) Administration	5) Student Grades

(L) Hate Crime Reporting Procedures and Policies

Additional code references: Penal Code 628

As stated in Board Policy 5145.9, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior. The Board will promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who feels that s/he is a victim of hate-motivated behavior shall immediately contact the principal or designee. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal or designee, and/or law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

In addition, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(M) Protocol for Opioid and Fentanyl Overdose

EC Section 32282(a)(2)(L)

Senate Bill 10 (Pupil Health – Opioid Overdose Prevention and Treatment), also known as Melanie’s Law, requires that the CSSP for a school serving pupils in grades 7 to 12 include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. This law went into effect January 1, 2024. The California Department of Education (CDE) in conjunction with local health departments are developing guidelines for this protocol. Various Sonora Union High School District staff have received training on administering Naloxone and Sonora, Bird, and Cassina High Schools possess the Naloxone version known as Narcan, a nasal anti-opiate spray. While the district works to conduct

more training in this area for staff, the district has added protocols for opioid and fentanyl overdose to the Hazards/Threats Annex of its response plan.

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Sonora Union High School District's primary goal in the fight against opioids and fentanyl use is prevention.

Sonora Union High School District will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO A POSSIBLE OVERDOSE

The district is developing procedures to respond to student opioid overdose. The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

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.

To address the problem, emergency medical personnel, health care professionals, school personnel, 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 non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS 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.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel are on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

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. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Sonora Union High School District uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampoules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

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.

Rescue breathing for adults involves the following steps:

- 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 RESPONSE

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.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on

opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

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.
- 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.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

TRAINING

Training is required prior to the administration of Narcan Naloxone HCL Nasal Spray. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of {Naloxone/Narcan/Other}
- Basic emergency follow up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to

contact the student’s parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

- Written materials covering the information required under this subdivision

STORAGE

Narcan Naloxone HCI Nasal Spray will be stored in accordance with manufacturer’s instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

Narcan Naloxone HCL Nasal Spray 4mg Is stored in the following locations at the school:
Sonora High School School Office
Cassina High School School Office

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

Narcan Naloxone HCL Nasal Spray 4mg Trained Individuals		
NAME	POSITION	LOCATION (Classroom/Office)
Denise Savage	School Secretary	Sonora High School School Office
Donna Berry	Attendance Clerk	Cassina High School School Office

(N)Disaster Response Procedures

Additional code references: Education code 32282 (a) (2) (B) (i)

The Disaster Response Procedures included in the Safety Plan Appendices of the CSSP, were developed based on the assessment of Sonora Union High School District including crime and hazard/threat analysis. Protocols ensure compliance with federal, state, and local laws.

Disaster routines include appropriate adaptations for pupils with disabilities as required in EC Section 32282(a)(2)(B)(i) in accordance with the federal Americans with Disabilities Act of 1990, the federal Individuals with Disabilities Education Act, and section 504 of the federal Rehabilitation Act of 1973.

Sonora Union High School District understands and values the rights of individuals to provide input into the CSSP and have the ability to bring concerns regarding the plan to administration. EC Section 32282(a)(2)(B)(iii)(I) allows a school employee, a pupil’s parent, guardian, or educational rights holder,

or a pupil themselves to bring concerns about an individual pupil's abilities to access disaster safety procedures described in the CSSP.

SAFETY PLAN REVIEW, EVALUATION AND AMENDMENT PROCEDURES

The Comprehensive School Safety Plan will be reviewed, evaluated and amended (if necessary) by March 1 of each school year.

Pursuant to Education Code Section 35294.6(a), the SUHSD adopted this safety plan at a regular meeting of the Board of Trustees. 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 on the SUHSD website, sonorahs.k12.ca.us.

SAFETY PLAN APPENDICES

Protected Information

As mandated by Education Code 32282 (e), the safety plan is available for review on the district website, sonorahs.k12.ca.us. 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 School 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 Government Code 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", 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 (e.g. command post, staging areas, etc.), and supplies storage.

Appendix A: Safety Planning Process

Activity Description	Date and Time	Documentation <i>(description and location)</i>
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	Original data available through state reports
Consultation meeting to discuss safety plan goals, project timeline and team members	December - February	Safety Committee Meeting Minutes
SUHSD Governing Board Presentation	February	Meeting Minutes
SUHSD Governing Board Plan Approval	February	Meeting Minutes
Evaluation	May	Safety Committee Meeting Minutes

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 the safety plan as it is developed.

Appendix B.1: District Staff Emergency Contacts - CONFIDENTIAL

Name	Position	Number(s)	Safety/Crisis Response Role
Ed Pelfrey	Superintendent		Public Information Officer
Cindy Costello	Administrative Assistant		Liaison Officer
Mark Alberto	Maintenance and Operations Mgr.		Safety Officer and Logistics Section Chief
Gail Staggs	Food Services Manager		Nutrition Team Chief
Kim Evans	Chief Business Official		Finance/ Admin Section Chief
Nancie Weiser	Accounting		Logistics Section Chief

Appendix B.2: Campus Staff Emergency Contacts - CONFIDENTIAL

Name	Position	Number(s)	Safety/Crisis Response Role
Karen Sells	Administrator	██████████	Incident Commander Sonora High School Campus
Denise Savage	Secretary	██████████	Liaison Officer Sonora High School Campus
Kim Evans	Chief Business Official	██████████	Finance Administration Section Chief
Elizabeth Garrett	Counselor	██████████	Operations & Planning Section Chief Sonora High School Campus
Will Sarkisian	Administrator	██████████	Plan & Intel Section Chief Sonora High School Campus
Stacy Kroeze	Administrator	██████████	Plan & Intel Section Chief Asst Sonora High School Campus
Bryan Craig	Campus Supervisor Lead	██████████	Security Team Lead Sonora High School Campus
Ed Horat	Campus Supervisor	██████████	Security Team Sonora High School Campus
Kristin Delenikos	Campus Supervisor	██████████	Security Team Sonora High School Campus
Chuck Farris	Campus Supervisor	██████████	Security Team Sonora High School Campus
Kathy Spotorno	PE Teacher	██████████	Medical Team Sonora High School Campus
Dan Dona	PE Teacher	██████████	Medical Team Sonora High School Campus
Kelly MacDonald	PE Teacher	██████████	Medical Team Sonora High School Campus
Joseph Trout	PE Teacher	██████████	Medical Team Sonora High School Campus
Courtney Castle	Counselor	██████████	Student Care & Support Team Sonora High School Campus
Jamie Serrano	Counselor	██████████	Student Care & Support Team Sonora High School Campus
Robert Mayben	Principal	██████████	Incident Commander Alt Ed Campus
William Birdsong	Campus Supervisor	██████████	Security Team Alt Ed Campus
Donna Berry	Secretary	██████████	Liaison Officer Alt Ed Campus

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	
	1-209-532-8141	Non-emergency
County Sheriff	Emergency - 911	
	1-209-533-5815	Non-emergency
Sonora Fire Dept	Emergency - 911	
	1-209-532-7432	Non-emergency
County Fire	Emergency - 911	
	1-209-533-5100	Non-emergency, main office
CHP, Jamestown-Sonora	1-209-984-3944	Non-emergency
County Animal Control	1-209-694-2730	Animal-related issues
American Red Cross	1-209-533-1513	Sonora Office
Child Welfare Services	1-209-533-5717	Regular hours reports
Air Pollution Control Dist.	1-209-533-5693	Info on air quality
Behavioral Health Dept	1-209-533-7000	
Poison Control	1-800-404-4646	
Adventist Health of Sonora	1-209-532-5000	

Public Utilities

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

Appendix B.4: Bomb Threat Checklist

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, **DO NOT HANG UP**, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- | | |
|-----------------------|----------------------|
| • No return address | • Poorly handwritten |
| • Excessive postage | • Misspelled words |
| • Stains | • Incorrect titles |
| • Strange odor | • Foreign postage |
| • Strange sounds | • Restrictive notes |
| • Unexpected delivery | |

** Refer to your local bomb threat emergency response plan for evacuation criteria*

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the
Office for Bombing Prevention at: OBP@cisa.dhs.gov



BOMB THREAT CHECKLIST

DATE: _____ **TIME:** _____
TIME CALLER HUNG UP: _____ **PHONE NUMBER WHERE CALL RECEIVED:** _____

Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

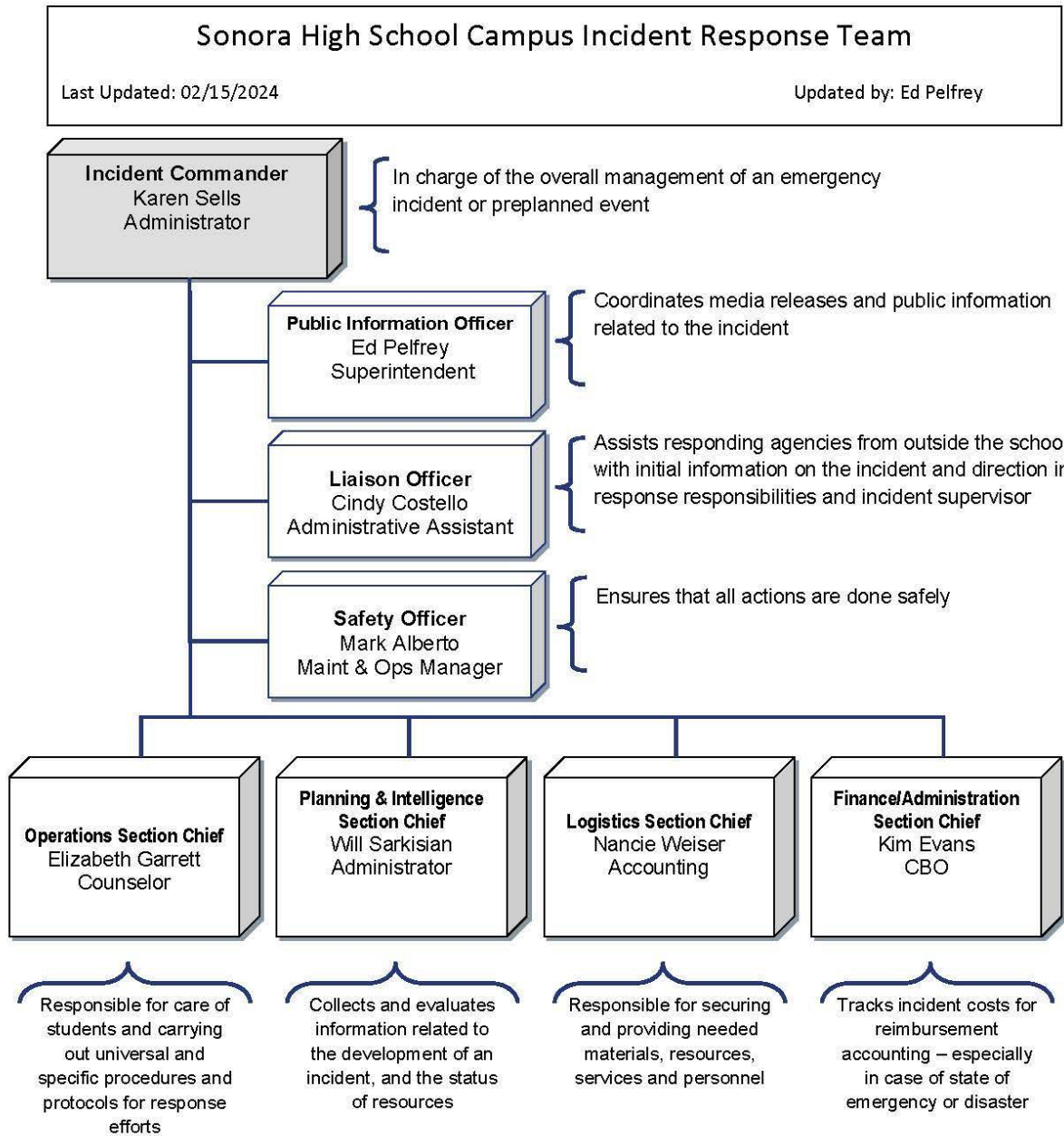
Information About Caller:

- Where is the caller located?
(background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

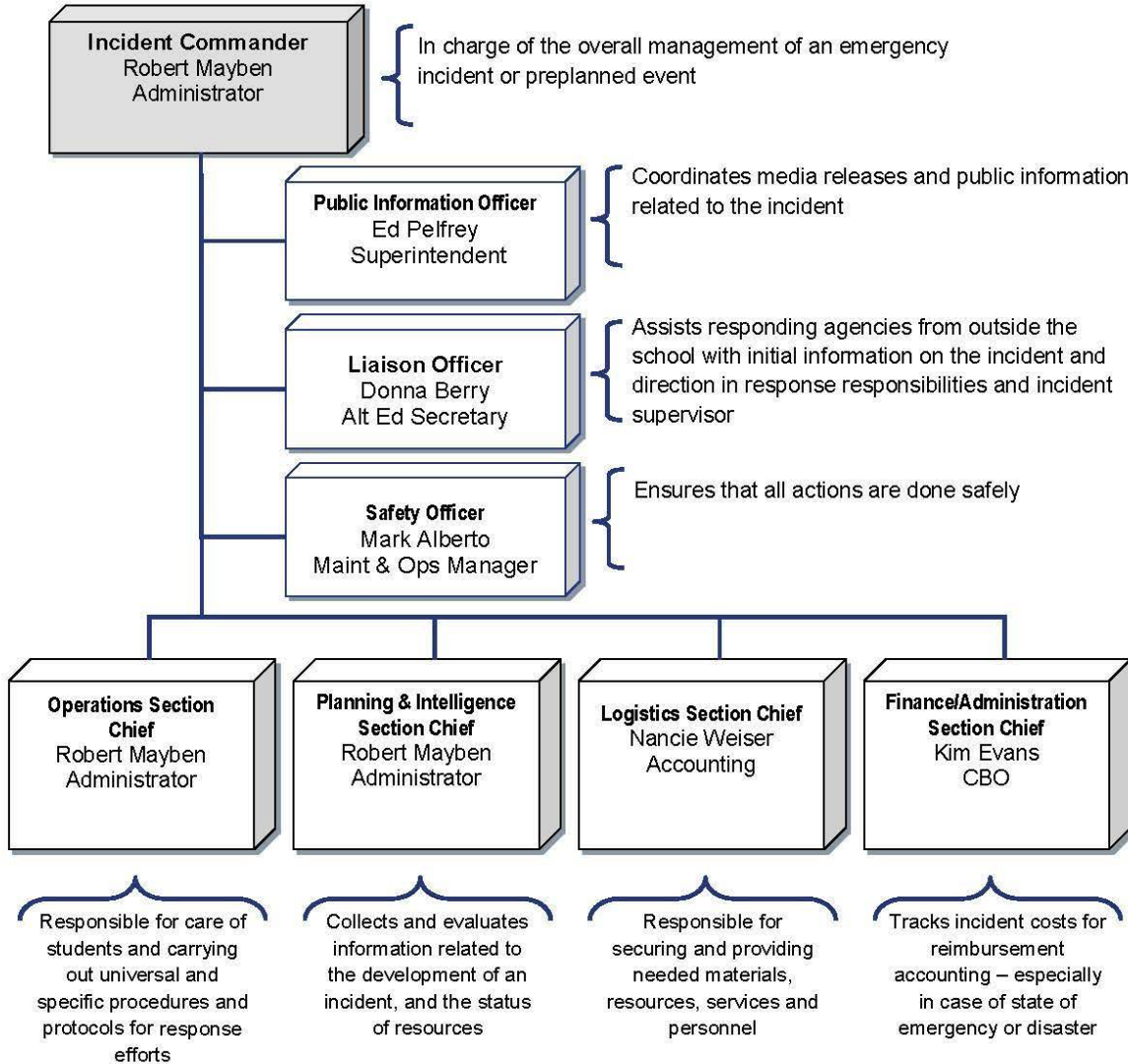
Other Information:

Appendix B.5: SUHSD Incident Command System



Alternative Education Campus Incident Response Team

Last Updated: 02/15/2024 Updated by: Ed Pelfrey



Appendix B.6: Standardized Emergency Management System (SEMS) / Incident Command System (ICS) 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

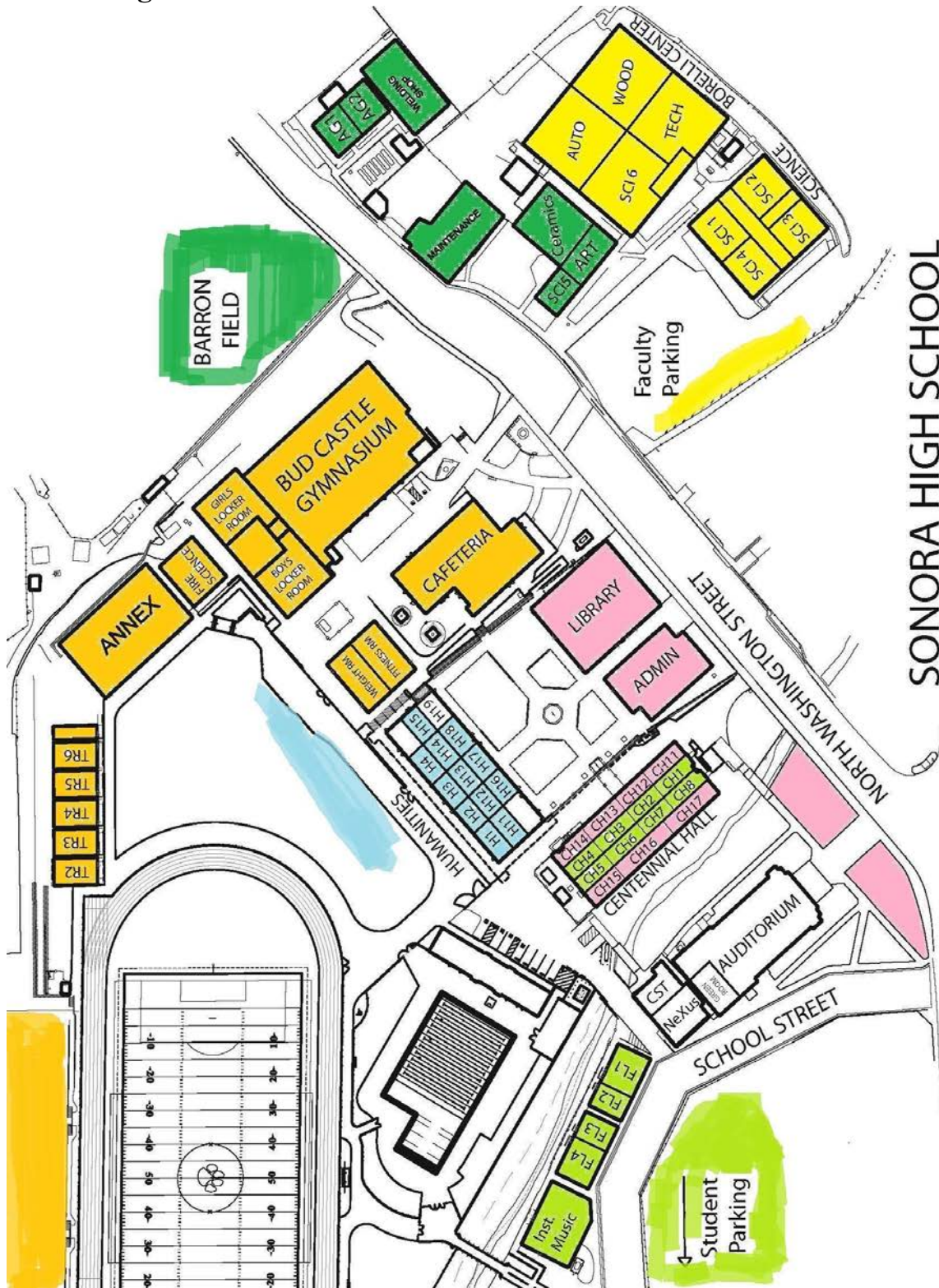
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

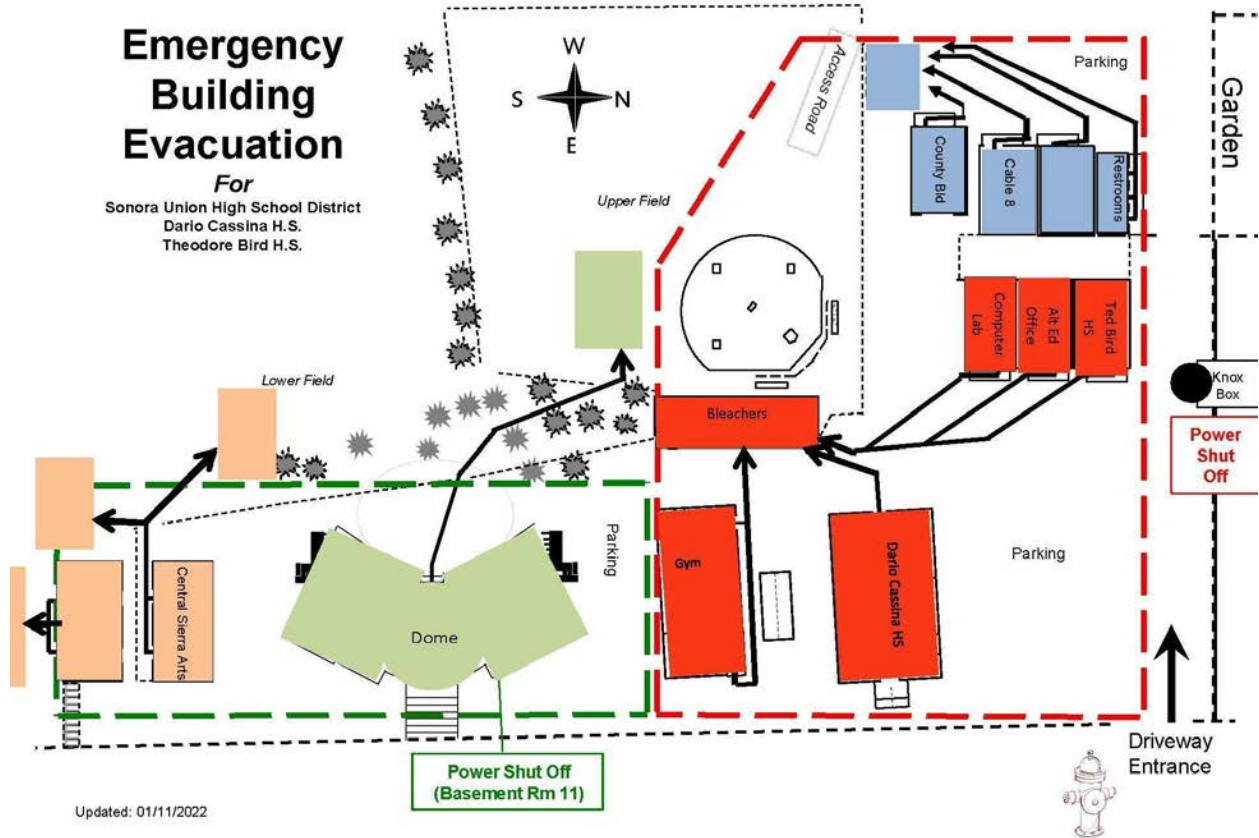
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Appendix B.7: District / Campus Emergency Evacuation Plans

Sonora High School Evacuation Plan



Alternative Education Schools Evacuation Plan



Appendix B.8: Emergency Action Plan for Extra Curricular Activities

**Emergency Action Plan for Sudden Cardiac Arrest/AED Usage
Sonora Union High School District**

The following steps shall be used in responding to a suspected cardiac emergency:

1. **Recognize the signs of Sudden Cardiac Arrest (SCA) and take action in the event of one or more of the following:**
 - Not moving, unresponsive or unconscious, or
 - Not breathing normally (i.e., may have irregular breathing, gasps or gurgling or may not be breathing at all), or
 - Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA
2. **Facilitate immediate access to professional medical help:**
 - Call 9-1-1 as soon as you suspect a sudden cardiac arrest.
3. **Start CPR:**
 - Begin chest compressions and have someone retrieve the nearest AED (See below for AED Locations).
4. **Use the AED:**
 - When the AED is brought to the patient's side, press the power-on button and follow the audio and visual instructions. If the Person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - Continue to administer CPR until the patient is responsive or a professional responder arrives and takes over.
5. **Transition care to EMS:**
 - Transition care to EMS upon arrival so that they can provide advanced life support.

AED Locations

Sonora High School (See attached map):

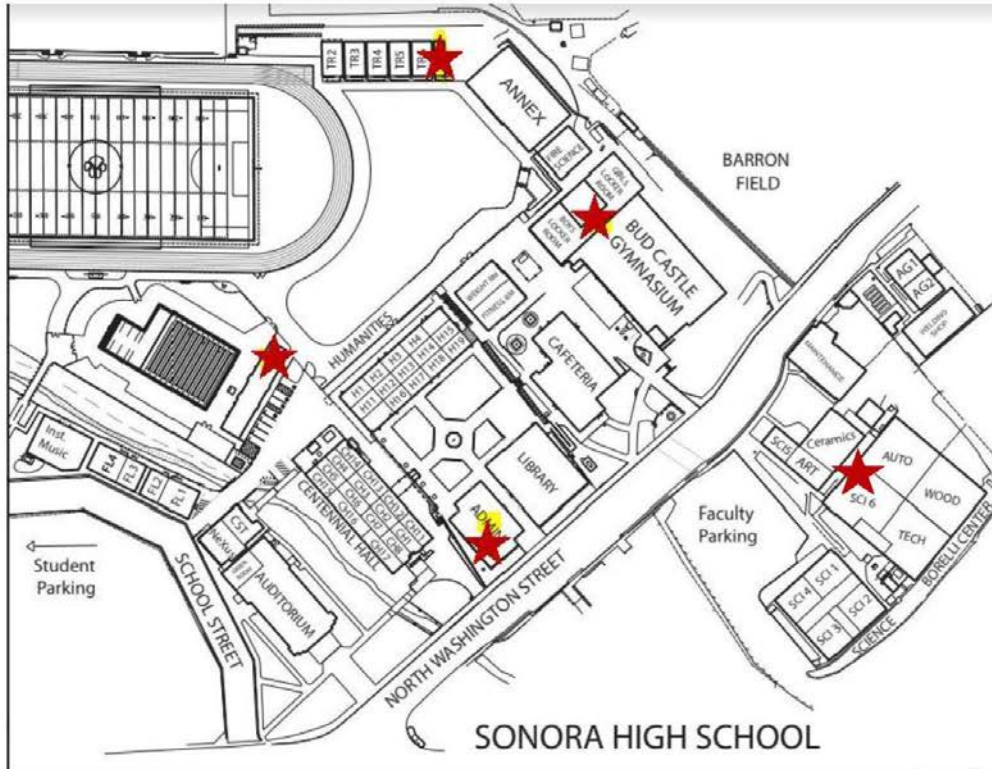
1. Main Office- Health Room
2. Main Gym between the Gym and the Wrestling room
3. Trainer's Room
4. Pool Coaches office
5. Science Room 6

Cassina High School (See attached map):

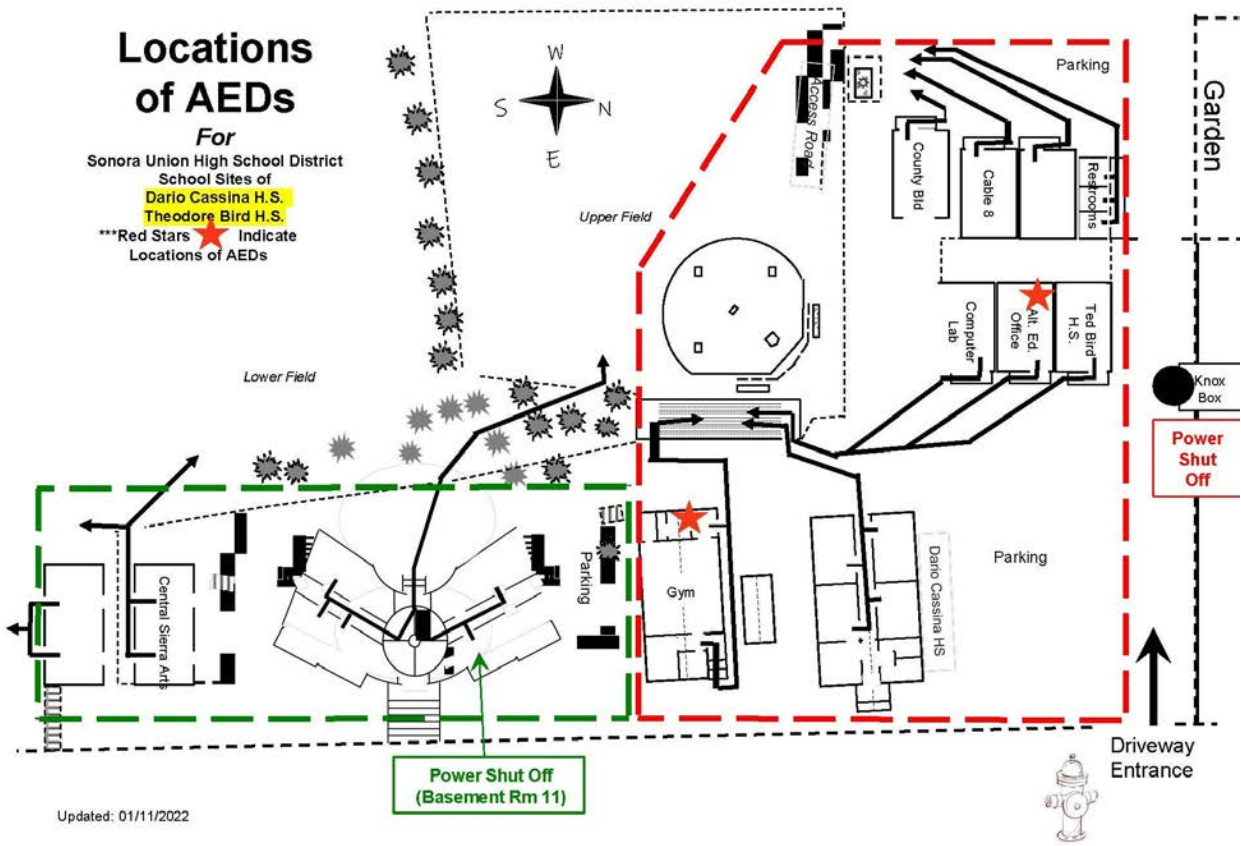
1. Principal's Office
2. Gym entry way

Each Coach will be asked to complete an Athletic Department/Team Emergency Action Plan each year (see attached).


AED :Locations



***Red Stars ★ Indicate Locations of AEDs



Athletic Department/Team Emergency Action Plan

	ATHLETIC DEPARTMENT EMERGENCY ACTION PLAN: RESPONSE TEAMS									
	Athletic Director/Coach Name: _____ School: <u>Sonora High School</u> Facility: _____									
Call 911 or your local EMS for all medical emergencies. If unresponsive and not breathing normally, begin CPR and get the AED.										
911 TEAM	CPR/AED TEAM	AED TEAM								
CALL 911. Explain emergency. Provide location.										
Local EMS Number: 911 (209)532-8141										
EMS Access Point: _____ Cross Streets: _____ Responder 1: _____										
MEET AMBULANCE at EMS Access Point. Take to victim.										
EMS Access Point: Practices Events Cross Streets: _____ Responder 1: _____										
CALL CONTACTS. Provide location and victim's name.										
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Athletic Trainer: Jenna Gerdau</td> <td style="width: 50%;">Cell: (209)743-9646</td> </tr> <tr> <td>Athletic Director: Josh Kroeze</td> <td>Cell: (209)768-5306</td> </tr> <tr> <td>Principal: Karen Sells</td> <td>Cell: (209)535-4765</td> </tr> <tr> <td>Assistant Principal: Roy Morlan</td> <td>Cell: (209)559-2751</td> </tr> </table>			Athletic Trainer: Jenna Gerdau	Cell: (209)743-9646	Athletic Director: Josh Kroeze	Cell: (209)768-5306	Principal: Karen Sells	Cell: (209)535-4765	Assistant Principal: Roy Morlan	Cell: (209)559-2751
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Principal: Karen Sells	Cell: (209)535-4765									
Assistant Principal: Roy Morlan	Cell: (209)559-2751									
START CPR.										
1. Position person on his/her back. 2. Put one hand on top of the other on middle of person's chest. Keeping arms straight, push hard and fast. (100 compressions/minute.) Let chest completely recoil after each compression. 3. Take turns with other responders as needed. Coach/Advisor: Responder 1: Responder 2:										
WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS.										
1. Remove clothing from chest. 2. Attach electrode pads as directed by voice prompts. 3. Stand clear while AED analyzes heart rhythm. 4. Keep area clear if AED advises a shock. 5. Follow device prompts for further action. 6. After EMS takes over, give AED to Athletic Director for data download.										
GET THE AED KIT.										
Nearest AED: Practices Events Responder 1: _____										
GET THE ATHLETIC TRAINER.										
Athletic Trainer: Jenna Gerdau Cell/Contact Method: (209)743-9646 Typical location: Trainers Room/Field Responder 1: _____										
*By law, all athletic coaches, paid and or volunteer, must be currently certified in CPR and First Aid and Concussion Awareness as outlined in Section 5590- 5596 of Title V of the California Code of Regulations and Education Code Sections 35179.5 and 44919. More information can be found at http://cifstate.org/ under the Health & Safety tab, in the Sports Medicine Handbook.										

Appendix B.9: 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 B.10: 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 Lockdown 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 to 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, staff member or visitor 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 radioactive 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 superintendent at the district office to request the services of outside counselors. 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. Student exit from campus will not be impeded. If students leave the campus, the administrator or designee will attempt to document the students' information. The administrator or designee will endeavor to provide venues for civil discourse on campus that do not conflict with instruction. 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.

Appendix C: Injury and Illness Prevention Program

**SONORA UNION HIGH
SCHOOL DISTRICT**

**INJURY AND
ILLNESS
PREVENTION
PROGRAM**

Superintendent,
Ed Pelfrey

- Sonora High
- Dario Cassina High
- Theodore Bird High
- Adult Education

Prepared by
Terri Prichard CSP, CET, CPSI
and
The Tuolumne JPA

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DISTRICT COMMITMENT TO SAFETY AND HEALTH

A. Safety and Health Policy

It is the policy of Sonora Union High School District to provide safe working conditions for all employees and to promote continuing, vital SAFETY AWARENESS at all levels, from top management to the individual worker. It is our belief that SAFETY AWARENESS is the basis on which a safety program must be founded.

The Sonora Union High School District recognizes its responsibility to furnish a place of employment which shall be safe for employees and visitors; to provide safety devices and mechanical safeguards; to use methods and processes to protect the life, health and safety and welfare of employees, visitors and the general public and to maintain and enforce a program to fulfill this responsibility.

Employees at every level have a special obligation to examine everything they do with a consciousness that ensures that safety is not compromised. Inherently, safety is everyone's responsibility. In fact, safe performance of duties is an integral part of overall job performance.

Therefore, it shall be considered each person's responsibility not only to assure his/her own personal safety, but to develop a concern for safety for all who work with him/her.

Employees shall at all times, while on District property, conduct themselves and perform work in a safe manner consistent with existing safety rules.

B. Objectives of the Injury and Illness Prevention Program

The Sonora Union High School District's Injury and Illness Prevention Program is designed to prevent injuries, illnesses and accidents in the workplace. The primary purpose of the program is to ensure a safe and healthful work environment.

C. Location of the Written Injury and Illness Prevention Program.

A copy of Sonora Union High School District's written Injury and Illness Prevention Program shall be kept at each school site. Documentation of specific elements of the program (i.e. completed inspection checklists, safety training rosters, safety committee meeting minutes, etc.) and a master copy of the District's written Injury and Illness Prevention Program shall be kept at the District Office located at Sonora High School, Sonora, CA 95370. The phone number is 209-533-0423 x 5015.

D. Responsibilities for Safety and Health

District employees at every level have a special obligation to work safely and maintain a safe and healthful work environment. Safe job performance is an integral part of overall job performance. Each employee is fully responsible for implementing the provisions of this program as it pertains to operations under his/her jurisdiction.

1. PROGRAM ADMINISTRATOR

The person with overall responsibility and authority for implementing the Injury and Illness Prevention Program is the Superintendent, Mr. Ed Pelfrey. The designated Program Administrator is:

Ed Pelfrey
District Safety Officer
(209) 533-8510

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The Program Administrator's duties include, but are not limited to:

- a. Maintaining a safety program that will incorporate the current practices and policies adopted by the safety profession and Cal/OSHA as being most effective in preventing injuries, occupational diseases, vehicular collisions, liabilities and damage to equipment and material.
- b. Consulting directly with management personnel and employees on loss prevention matters and provide guidance necessary to assure effective administration of this program.
- c. Periodically evaluating compliance with the program within the district and its school sites. Make periodic inspections of worker compliance with Cal/OSHA standards. He should have full authority to stop jobs when safety precautions are not being enforced. The verbal notification to stop a job must be followed by a written report directly to the Superintendent.
- d. Ensuring that managers and supervisors are trained in workplace safety and are familiar with the safety and health hazards, to which employees under their immediate direction or control may be exposed, as well as applicable laws, regulations and District safety rules and policies.
- e. Ensuring that employees are trained in accordance with this Program.
- f. Developing methods for abating workplace hazards.
- g. Ensuring that workplace hazards are abated in a timely and effective manner.

The Program Administrator may assign all or some of these tasks to other individuals within the District.

2. SUPERINTENDENT

Management, at all levels, has the responsibility to provide employees and students with a safe school and work environment by promoting safe practices and maintaining safe facility conditions. Although personnel exposure varies widely from school site to school site, it is expected that an unrelenting effort will be directed toward controlling injuries, collisions, liabilities and waste of materials at each site. To meet this goal, management will, to the best of their knowledge and ability:

- a. Ensure that the policies and procedures set forth herein are complied with by all personnel under their direction. Ensure adherence to all safety directives and standards.
- b. Provide the leadership and direction necessary for administering school and/or departmental safety policies such as rules and regulations.
- c. Devote a portion of staff meetings, as necessary, to review departmental accidents and to discuss plans to reduce losses.
- d. Promote safety training and education
- e. Establish a policy of regular safety inspections of equipment, facilities and crews to ensure the safe operation and protection of District personnel and assets and to follow federal, state and local safety standards and regulations.
- f. Ensure that the District has an effective Hazard Communication Program in place.
- g. Ensure that all accidents are immediately investigated and reported promptly to Ben Northington
- h. Hold each principal/department head/supervisor fully accountable for an explanation of the preventable injuries, collisions and liabilities incurred by his/her employee. An excessive number is an indication that some management policies and practices need reevaluation.

3. PRINCIPALS / DEPARTMENT HEADS / SUPERVISORS

Each Principal/Department head/Supervisor shall be fully responsible and accountable to the Superintendent for compliance with the provisions of the program within his/her school site/department. He/She should ensure that:

- a. All personnel are briefed and fully understand work procedures and policies and enforce their use for each job class.
- b. All employees, full-time or part-time, permanent or temporary, are trained upon hire and retrained, when necessary, in the way each job must be accomplished.

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- c. All employees are instructed and understand the use and need for protective equipment relating to the job.
- d. Necessary safety equipment and protective devices for each job are available and used properly.
- e. Initiative is taken in recommending correction of deficiencies noted in facilities, work procedures, employee job knowledge, or attitudes that adversely affect district loss control efforts.
- f. Safety meetings are conducted as necessary to review accidents, analyze their causes, and promote a free discussion of hazardous work problems and possible solutions.
- g. All serious accidents are thoroughly investigated, recorded and promptly reported to Ed Pelfrey.
- h. Prompt, corrective action is taken wherever hazards are recognized or unsafe acts are observed. Each principal/department head/supervisor is accountable for the preventable injuries, collisions and liabilities incurred by his/her employees.
- i. Written documentation is maintained at each site reflecting that each employee is fully trained for the job he/she is assigned to do, that he/she is familiar with the published work rules, and that he/she has received information indicating that compliance is mandatory.
- j. Employees are properly evaluated by indicating to the employees that: Following safe work procedures is required of all district employees; adherence to district safety policies is considered on performance evaluations; failure to comply with safety rules is grounds for disciplinary action.
- k. In-service educational programs are planned at least annually for all employees and that documentation is maintained for all educational activities.
- l. Proper safety procedures are prepared and used for all hazardous operations
- m. All periodic inspections within his/her jurisdiction are completed as scheduled.
- n. Chemical hazards are known to employees, material safety data sheets are available and employees are trained on the safe use of such chemicals.

4. EMPLOYEES

Employees are required, as a condition of employment, to exercise due care in the course of their work to prevent injuries to themselves and to their fellow workers and to be mentally and physically alert to safety issues. To accomplish this goal, employees will:

- a. Adhere to all safety policies and procedures
- b. Report potential unsafe conditions to the immediate supervisor
- c. Keep work areas clean and orderly at all times and use all safeguards and safety equipment.
- d. Wear safety protective devices as necessary (or when instructed to do so).
- e. Report injuries immediately and seek immediate medical attention when required.
- f. Learn to lift and handle materials properly.
- g. Cooperate and take part in the District Safety Program, workshops, training and safety meetings as appropriate.
- h. Operate only machinery or equipment that he/she has been authorized to operate by his/her supervisor.
- i. Use only the prescribed equipment for the job and utilize it properly.

5. PARENTS

Parents shall be encouraged to:

- a. Teach safety standards to children in the home
- b. Support district safety requirements for employees and pupils
- c. Help the school in its hazard correction activities
- d. Serve on school safety committees when appointed.

HAZARD IDENTIFICATION, EVALUATION AND CONTROL

A. Inspections

1. Purpose

A safety inspection program is essential to disclose unsafe acts or conditions, determine reasons for their existence, and to recommend corrective action.

2. Scheduled Inspections

Inspections will be performed using a checklist. The completed checklists and follow up work orders will be collected and maintained by the District Safety Officer. These reports will be maintained for a period of three years and shall be made available upon request. Inspections of District facilities will be conducted as follows:

<u>District Facility</u>	<u>Frequency</u>	<u>Conducted by</u>
School sites: Locker Rooms Gymnasium, Parking Lots Fire Protection, etc., Offices, and Classrooms	Check Daily Report – three times per year	Custodian
Athletic Fields Bleachers	Check Daily Report – three times per year	Custodian
Science labs Art Rooms, Home Ec Wood Shop, Metal Shop	Check Daily Report – three times per year	Teacher
Maintenance shop Supervisor Transportation shop	Check Daily Report – three times per year	Maintenance
Cafeteria	Check Daily Report – three times per year	Cafeteria Staff
Automotive equipment	Check daily by operator Mandated reports to CHP	Vehicle operator

3. Unscheduled Inspections

In addition to scheduled inspections and ongoing review, the Program Administrator will arrange for unscheduled, unannounced inspections. The list of subjects for these inspections will be chosen randomly, but with particular emphasis on:

- General housekeeping
- Storage and Handling of Hazardous Materials
- Use of Personal Protective equipment
- Proper guarding of equipment and machinery
- Playgrounds/Fitness Courses/Athletic fields

4. Red Tagging of Unsafe Facilities or Equipment

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Facilities and equipment noted to be unsafe for use should be tagged on the spot by the inspector. Personnel who continue to use any item that has been so tagged or who willfully removes the tag before the unsafe condition is corrected shall be subject to disciplinary action up to and including dismissal.

5. Documentation of Inspections

Copies of completed inspection reports should be filed with the Injury and Illness Prevention program at the maintenance office by the District Safety Officer. Appropriate work orders should be generated to repair identified hazards.

B. Employee Hazard Reporting Procedure

Employees should make every effort to correct hazards immediately within their control. Other hazards should be reported immediately to the employee's supervisor. Employees may also use the Employee Hazard Reporting Form to report hazards (anonymously, if they so wish). The form should be submitted to the District Safety Officer at the maintenance office. The Maintenance and Operations Department shall investigate all such reports in a prompt and thorough manner. A response detailing any District action will be provided to the employee or site, if submitted anonymously, within five (5) working days.

C. Job Hazard Analysis (JHA)

The District Safety Officer shall maintain and periodically update a Code of Safe Work Practices for the job classifications within his/her jurisdiction. The Code of Safe Work Practices or Job Hazard Analysis will be used to train new employees and provide on-going training for existing employees. The Job Hazard Analysis/Code of Safe Work Practices are included with this IIPP.

D. Hazard Evaluation and Control

All inspection reports should be forwarded to the Maintenance Office with appropriate work orders, if needed. Employee Hazard Reporting Forms should be forwarded to the District Safety Officer where appropriate work orders will be completed if needed. Any work orders dealing with safety issues will be prioritized according to the hazard and completed in a timely manner.

E. Imminent Hazards

Whenever possible, it is the District's intent to abate immediately any hazard which gives rise to a risk of imminent harm. When such a hazard exists which the District cannot abate immediately without endangering employees and/or property, all exposed personnel will be removed from the area of potential exposure except those necessary to correct the hazardous condition. All employees involved in correcting the hazardous condition will receive appropriate training in how to do so and will be provided with necessary safeguards and personal protective equipment.

SAFETY AND HEALTH TRAINING

Awareness of potential health and safety hazards, as well as knowledge of how to control such hazards, is critical to maintaining a safe and healthful work environment and preventing injuries, illnesses and accidents in the workplace. The District is committed to instructing all employees in safe and healthful work practices. To achieve this goal, the District will provide training to each employee with regard to general safety procedures and with regard to any hazards or safety procedures specific to that employee's work assignment.

A. When Training Will Occur

Training will be provided as follows:

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1. Upon hiring;
2. Whenever an employee is given a new job assignment for which training has not previously been provided;
3. Whenever new substances, processes, procedures or equipment which represent a new hazard are introduced into the workplace;
4. Whenever the District is made aware of a new or previously unrecognized hazard; and
5. Whenever the District, Program Administrator or Department Manager believes that additional training is necessary.

B. Training of Supervisors

The District will be responsible for providing and developing formal safety training in specific areas for supervisors.

C. Areas of Training

- | | |
|---|-----------------------|
| 1. Hazard Communication, Employee Right-to-know | 7. Fire Safety |
| 2. Personal Protective Equipment | 8. Defensive Driving |
| 3. Hand tools and Portable Power Tools | 9. Office Safety |
| 4. Machinery and Machine Guarding | 10. CPR and First Aid |
| 5. Back Injury Prevention/Proper Lifting Techniques | 11. Forklift Safety |
| 6. Accident Investigation for Supervisors | 12. Other programs |

D. Documentation of Training

Documentation of training shall be maintained in writing by completing the Training Verification Form. A copy of each Training Verification Form shall be maintained with the Injury and Illness Prevention Program at the Personnel Department at the District Office.

COMMUNICATION WITH EMPLOYEES ON SAFETY AND HEALTH ISSUES

A. Anonymous Notification Procedure

The District has a system of anonymous notification whereby employees who wish to inform the District of workplace hazards may do so anonymously by sending a written notification to the Maintenance and Operations Department using the Employee Hazard Report Form. The Maintenance and Operations Department shall investigate all such reports in a prompt and thorough manner. A response detailing any District action will be provided to the employee or site, if submitted anonymously, within five (5) working days.

B. Posters/Signs

Where appropriate, signs and posters will be utilized to help maintain a high level of safety awareness on the job.

C. Newsletter

The District may distribute a Wellness and Safety newsletter to all employees in a timely manner. A copy of each issue will be maintained in the Injury and Illness Prevention file at the Maintenance Office.

D. Training

The District has training requirements designed to instruct each employee on general safety procedures as well as on safety procedures specific to the employee's job. Training requirements are described in greater detail in Section III of this program.

ACCIDENT INVESTIGATION

A. Purpose

The purpose of accident investigation is to determine the causes of accidents and what can be done to prevent similar accidents from recurring. The objective of any investigation is FACT FINDING, NOT FAULT FINDING.

B. District Policy

All work-related accidents involving employee injuries and/or property damage will be investigated by the District in a timely manner. Minor incidents and near misses will be investigated as well as serious accidents. A near miss is an incident that, although not serious in itself, could have resulted in a serious injury or significant property damage. Investigation of these instances may avoid serious accidents in the future. Accident investigations will be documented in writing.

C. Responsibility for Accident Investigation

The Supervisor shall be responsible for conducting the accident investigation.

D. Procedures for Investigation of Accidents

The following facts should be gathered by the accident investigator:

1. WHO was involved? Include injured employees and witnesses.
2. WHAT happened? Describe what took place and include any equipment/machinery/tools which were involved.
3. WHEN did the accident occur? What time of day, day of the week, shift, break period did the accident occur? Was overtime work involved?
4. WHERE did the accident occur? Describe the location where the accident occurred and any special characteristics.

Based on these facts:

5. WHY the accident occurred? Was an involved employee properly trained? Were proper operating procedures followed? Was faulty equipment involved?
6. HOW could this accident have been prevented? Was the accident PREVENTABLE OR NON-PREVENTABLE. List the reasons why the accident was PREVENTABLE OR NON-PREVENTABLE.

Finally, describe:

7. WHAT action has been taken to prevent similar accidents from occurring in the future.

DISTRICT SAFETY RULES

A. General Safety Rules

For the protection and safety of all employees, the Sonora Union High School District has established the following rules designed to prevent accidents and injuries. Compliance with these rules will be mandatory.

1. All accidents and injuries must be reported to the supervisor at the time of occurrence.
2. Machines or equipment shall not be operated until you have received proper instructions.
3. Horseplay, throwing things, running in aisles and stairways, distracting employees at work and unnecessary shouting are forbidden.
4. All spilled oil, grease, water and other liquids must be cleaned up immediately.

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5. Areas in which overhead maintenance is being performed will be blocked off and posted to prevent possible injury from falling objects. A barricaded or posted area will not be entered except by the workers performing the work.
6. Any defective tool or equipment must be immediately reported to your supervisor.
7. Failure by an employee to comply with the safety rules will be grounds for corrective discipline.
8. Specific Department Safety Rules, when applicable, will be posted in appropriate work areas.

B. Materials Handling

1. Lifting: Attempting to lift or push an object which is too heavy must be avoided. You must contact the supervisor when help is needed to move a heavy object.
2. Hand trucks will be pulled when in transit except going down an incline or placing a load in position.
3. Hand trucks will be loaded in such a manner as to eliminate the possibility of spilling.
4. When carrying material, caution will be exercised in observance of obstructions or loose material.
5. Protruding nails in boxes, skids or other containers will be removed or made flush.
6. All material will be stacked and stored in proper areas.
7. Material will not be stored in aisles. Aisles must be kept clear at all times.

C. Protective Equipment

1. Safety glasses will be worn when eye protection is required, i.e. where posted. Photogray or sunglasses will not be allowed in shop areas.
2. Safe shoes will be required. Shoes with exposed heels, toes or archways will not be permitted in a shop area. Shoes constructed from materials other than leather or synthetic leather will be explicitly prohibited from shop areas.
3. Where there is danger of hair (4" from the scalp in length) entangling in moving machinery or equipment, a hair enclosure (cap or hat) must be worn. (Hairnet not accepted by OSHA).

D. Machine Operating

1. Use of a machine or piece of equipment will be restricted to that which the employee has been trained, qualified and authorized to operate.
2. Immediate notification must be given to the supervisor for any unsafe equipment which is missing protective guards or has improperly positioned protective guards.
3. Power machinery will be kept free of unnecessary tools, rags, and scrap while in operation.
4. Machinery will be turned off when not in use.
5. Brush, chip hook or rake will be used to remove chips.
6. Work pieces and cutters will be secured before setting the machine in motion.
7. Correct speed and feed will be used when operating equipment.
8. Rings, jewelry, watches, gloves, neckties, long sleeves or loose clothing will not be worn when near or when operating machinery.
9. Tampering with or removal of safety guards is prohibited

E. Compressed Air

1. Compressed air will not be used to clean floors.
2. When blowing chips from a hole, the hole must be covered with a shop towel.
3. Flow from an air hose will not be directed toward another person or toward the operator of the air hose.
4. Compressed air will not be used to clean clothes, hands or other parts of the body.
5. Where danger of flying particles is present, safety glasses with side shields will be worn by employees working with compressed air hoses.
6. The working pressure of a nozzle will not exceed 30 psi.
7. Altering or tampering with safety air nozzles is forbidden.

F. Housekeeping

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The foundation of a safe, healthful and pleasant place to work is good housekeeping.

1. Materials and equipment will be kept out of aisles
2. Materials will not be stored against doors or exits, fire ladders or fire extinguisher stations.
3. Tools and other equipment will be returned to their proper storage area after use.
4. Tools will be kept dry; spilling of liquids will be avoided; all spills will be wiped-up immediately.
5. Trash and scrap will be thrown in proper waste containers
6. Good housekeeping practices will be exercised within each employee's work area.

G. Chemicals

1. Chemicals will not be purchased and/or brought on site for usage without a current Material Safety Data Sheet.
2. No chemicals meeting the definition of a "Hazardous Material", as defined by the OSHA Safety and Health Regulations, will be used without strict adherence to the data, precautions and procedures for handling, storage, disposal and usage contained on the appropriate Material Safety Data Sheet.
3. All containers will be labeled as to their contents.

H. Fire Emergency

1. All fires must be reported immediately. Fire emergency number will be called and the location of the fire given.
2. All employees must know the location of fire extinguisher(s), fire blankets and stretchers
3. Tampering with a fire extinguisher(s) is forbidden.
4. Fire extinguisher(s), sprinklers, fire exits or risers will not be blocked by supplies, stock or parts at any time.
5. Smoking or open flame is prohibited in areas where flammable materials are used or stored.
6. All employees will comply with posted "NO SMOKING" areas.
7. Person who is reporting the fire must stay on the telephone line until released by fire department personnel.

I. Medical Emergency

All medical emergencies will be reported immediately. Medical emergency number must be called and the location of the emergency given.

EMERGENCIES. Emergency Action Plan

The Sonora Union High School District has an Emergency and Disaster Preparedness Plan.

A. Earthquake Procedures

Procedures to follow during an earthquake are outlined in the Emergency and Disaster Preparedness Plan.

B. Fire Prevention Program

The Sonora Union High School District maintains a fully automatic fire alarm system. The District also conducts fire drills in accordance with Section 32110 of the California Education Code. Fire evacuation routes are posted in each classroom and facility. Specific responsibilities are outlined in the Disaster Preparedness Plan.

ENFORCEMENT OF THE SAFETY PROGRAM

A. Incentive Program

Sonora Union High School District provides incentives for employees who make safety suggestions adopted by the district and/or who have demonstrated safe and healthful work practices.

B. Disciplinary System

Sonora Union High School District has a policy for disciplinary action for employees who fail to comply with oral, written and/or posted safety warnings. Any disciplinary action taken shall not violate the employee's rights as defined under General Industry Safety Order 5194, Federal OSHA Title 29, Part 1910, SB 198 or other Cal-OSHA or Fed-OSHA regulation.