

# Comprehensive School Safety Plan SB 187 Compliance Document

2023-2024  
School Year



**School:** Warren H. Frisbie Middle School  
**CDS Code:** 36-67850-6059448  
**District:** Rialto Unified School District  
**Address:** 1442 N. Eucalyptus Ave.  
Rialto, CA 92376  
**Date of Adoption:** 2/22/24

**Approved by:**

<b>Name</b>	<b>Title</b>	<b>Signature</b>	<b>Date</b>
Joseph W. Martinez	President		
Edgar Montes	Vice President		
Evelyn Dominguez	Clerk		
Nancy G. O'Kelly	Member		
Stephanie E. Lewis	Member		
Keiyra Galazo	Student Board Member		

## Table of Contents

Education Code 35294.6: Comprehensive School Safety .....	5
Safety Plan Vision.....	5
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) .....	7
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	10
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines .....	12
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	14
(E) Sexual Harassment Policies (EC 212.6 [b]).....	15
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	16
(G) District Cell Phone Policy.....	19
(H) District Anti-bullying Policy .....	19
(I) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	20
(J) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) .....	20
(K) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) .....	26
(L) Hate Crime Reporting Procedures and Policies .....	28
Safety Plan Review .....	31
Safety Plan Appendices .....	32
Emergency Contact Numbers .....	33
Safety Plan Review, Evaluation and Amendment Procedures .....	34
Warren H. Frisbie Middle School Incident Command System .....	35
Incident Command Team Responsibilities .....	36
Emergency Drills .....	38
Emergency Response Guidelines .....	39
Step One: Identify the Type of Emergency .....	39
Step Two: Identify the Level of Emergency.....	39
Step Three: Determine the Immediate Response Action .....	39
Step Four: Communicate the Appropriate Response Action .....	39
Types of Emergencies & Specific Procedures.....	39

Armed Assault on Campus .....39

Biological or Chemical Release.....42

Bomb Threat/ Threat Of violence .....44

Earthquake .....44

Explosion or Risk Of Explosion .....45

Fire in Surrounding Area .....46

Fire on School Grounds .....46

General Evacuation .....46

Medical Attention .....50

Suicide Prevention .....50

Unlawful Demonstration or Walkout.....53

Emergency Evacuation Map.....56

## **Education Code 35294.6: Comprehensive School Safety**

California law (Education Code 35294.6) requires each school to maintain a comprehensive school safety plan relevant to the needs and resources of the school site. Districts with 2,500 or fewer students have the option of developing a districtwide safety plan applicable to each school site. However, all districts may wish to consider developing both districtwide and school site safety plans. A comprehensive safety plan ensures a coordinated approach to school safety rather than a variety of piecemeal programs.

Education Code 32282 requires that the districtwide or school safety plan include an assessment of the current status of school crime. It must also contain appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. These include:

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for suspension and expulsion
- Procedures to notify teachers of dangerous students
- A discrimination and harassment policy prohibiting discrimination in accordance with Education Code 200 et seq.
- Any dress code prohibiting students from wearing gang-related apparel
- Safety procedures to and from school
- School discipline rules
- Hate crime reporting procedures
- Procedures providing for a safe and orderly environment conducive to learning at the school

A balanced, effective safety plan may also include strategies related to the development of a positive school climate, preventative discipline, curriculum that emphasizes prevention and alternatives to negative behaviors, parent involvement, prevention and intervention related to the sale or use of drugs and alcohol, collaboration with other agencies and community organizations, assessment of the school's physical environment, crisis intervention, and staff training in prevention and intervention of bullying harassment and violence.

### **District's Mission**

The mission of the Rialto Unified school District, the bridge that connects students to their aspirations for the future, is to ensure each student achieves personal and career fulfillment within a global society, through a vital system distinguished by:

- High expectations for student learning
- Safe and engaging learning environments
- Effective family and community involvement
- Learning opportunities beyond the traditional setting
- Appreciation of universal diversity

### **Safety Plan Vision**

The vision of the Frisbie Middle School Emergency/Disaster plan is to prepare District employees, students, and parents/guardians to create proactive systems and reactive steps in emergency situations. The purpose is to provide a uniform plan throughout the District which minimizes injury and loss of life among students and district personnel. Protection of the students, employees, and facilities in the District is of primary importance should we suffer a major disaster.

The information provided in this plan is not designed to cover all contingencies and is directed toward, but not limited to, the possibility of a major disaster or emergency. The basic plan of action, should a disaster occur during school hours, outlines safety responsibilities and cooperation necessary to safeguard students before, during, and after an emergency.

The District's schools will not release students in an unsafe situation. District employees will remain with students until they can be picked up by parents in the event of a catastrophic emergency or unsafe situation. If parents are prevented from reaching the schools, the District will provide care and shelter until students and parents can be reunited. Schools will remain open indefinitely until every child has been released or transported to an emergency center for proper care and shelter.

A copy of the Comprehensive School Safety Plan is available for review at Frisbie Middle School and on the Frisbie's website.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Warren H. Frisbie Middle School Safety Committee**

#### **Safety Committee Members**

Alex Vara, Principal. Dorothy Ennis, Assistant Principal. CSO, Del Wilson. Teacher, Kathryn Valadez. Teacher, Sandra Clemens  
Discipline Secretary, Abigail Cabrera.

#### **Assessment of School Safety**

Data is collected, reported, and reviewed on all crimes committed on the school campus. Frisbie Middle School assesses its progress by identifying problems, collecting information regarding progress toward solutions, and by sharing this information with, teachers, students, families, and the community at large.

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

- A. Child Abuse Reporting (PC 11164)
- C. Suspension & Expulsion Procedures
- D. Procedures for Notifying Teachers About Dangerous Pupils (Ed. Code 49079)
- E. Discrimination and Harassment Policy (Ed. Code 200-262.4)
- F. Bullying Prevention Policy (Ed. Code 48900 a, k, o, r, s)
- G. School Wide Dress Code
- H. Safe Ingress to and Egress from School
- I. Safe and Orderly School Environment
- Component I – People and Programs
- Component II – Place
- Component III - Resiliency
- I. Rules & Procedures (Ed. Code 35291 & 35291.5)
- J. Hate Crime Policies

An assessment of Frisbie Middle School's discipline data indicates an increase in the number of suspensions and expulsions (22-23 school year). Frisbie continues to implement the Positive Behavior Intervention Framework. The goal of PBIS is to teach the behaviors that we as a school expect to see and offer supports to ensure that students are able to meet the requested behavior expectations.

Currently, Frisbie Middle School has Established:

- (1) PBIS Team
- (2) Positive School-wide Behavior Expectations
- (3) Procedures for Teaching School-wide Behavioral Expectation
- (4) Procedures for Teaching Classroom-wide Behavior Expectations
- (5) Developed Data-based Procedures for Monitoring Implementation of School-wide PBIS

Currently, Frisbie Middle School has completed steps 1-5. Frisbie has implemented PBIS Rewards. This is a data based rewards system which allows us to track positive rewards.

In addition, to the implementation of Tier I PBIS, Frisbie Middle School is working on creating a solid Tier II system that will work to address students social-emotional needs. The Frisbie Middle School Wellness Center will be a place where students can come for social emotional learning, conflict resolution, peer mediation, and counseling both one-on-one and group. In this way, Frisbie Middle School is working to address the needs of our students by ensuring that our discipline data reflects the shift away from reactive to a more proactive approach.

In addition to PBIS students have the opportunity to participate in after-school activities. These include intramural games, clubs, before & after-school tutoring, and the Think Together program. Students know that the administrators and staff have a genuine concern for them. Our students are expected to be ambassadors for our school and to promote pride, safety, respect and responsibility. Pupils are encouraged to bring problems to the principal, assistant principals, counselors, teachers, security officers or other staff members so that issues may be addressed in a proactive manner.

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

RUSD Child Abuse Parent Information

EC 48987

Article 4.5. Guidelines for Filing Complaint of Child Abuse

The governing board of a school district or county office of education shall upon request disseminate the guidelines adopted by the State Department of Education pursuant to Section 33308.1 to parents or guardians of minor pupils in the primary language of the parent or guardian. The governing board of a school district or county office of education is encouraged to inform a parent or guardian, that desires to file a complaint against a school employee or other person that commits an act of child abuse as defined in Section 11165.6 of the Penal Code against a pupil at a school site, of the procedures for filing the complaint with local child protective agencies pursuant to the Child Abuse and Neglect Reporting Act, established pursuant to Chapter 1444 of the Statutes of 1987. In the case of oral communications with the parent or guardian whose primary language is other than English, concerning that guideline or the procedures for filing child abuse complaints, the governing board shall provide an interpreter for that parent or guardian.

(Added by Stats. 1994, Ch. 1172, Sec. 13.) Administrative Regulation 5141.4

Child Abuse Reporting Procedures: Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

Definitions:

1. "Child Abuse" or "neglect" as defined in Penal Code Sections listed includes the following:
  - a. A physical injury inflicted by other than accidental means on a child by another person; (Penal Code 11165.6)
  - b. Sexual abuse of a child; (Penal Code 11165.1)
  - c. Neglect; (Penal Code 11165.2)
  - d. Willful cruelty or unjustifiable punishment of a child; (Penal Code 11165.3)
  - e. Unlawful corporal punishment or injury resulting in a traumatic condition; (Penal Code 11165.4)
  - f. Abuse or neglect of a child in out-of-home care. (Penal Code 11165.5)
2. "Child Abuse" or "neglect" does not include:
  - a. A mutual affray between minors; (Penal Code 11165.6)
  - b. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment; (Penal Code 11165.6)
  - c. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that parent(s)/ guardian(s) would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning; (Education Code 44807)
  - d. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student; (Education Code 49001)
  - e. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)
3. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:  
Teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of a child care institutions, Headstart teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs, those instructional assistants, and all classified employees.

4. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

5. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

Reporting Procedures:

1. Whenever any mandated reporter, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect, that mandated reporter shall report to any police department, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code 11166)

2. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

Department of Children's Services, 412 W. Hospitality Lane San Bernardino, CA 92415-0029 Child Abuse Hotline Telephone: 1-800-827-8724

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

- a. The name of the person making the report
- b. The name of the child
- c. The present location of the child
- d. The nature and extent of any injury
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse

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

3. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

Mandated reporters may obtain copies of the above form either from the district or the local child protective agency.

Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When notified, the principal shall inform the Superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

Legal Responsibility and Liability:

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. If a mandated reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.

3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.

4. The duty to report child abuse is an individual duty and cannot be delegated to another person. Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166) No supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

5. Regardless of who child abusers may be, the major responsibilities of mandated reporters are to 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

When training of mandated reporters is provided, it shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employee's confidential rights. (Penal Code 11165.7) Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse. (cf. 5144 - Discipline) (cf. 5145.7 - Sexual Harassment)

#### Victim Interviews:

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

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

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer or Child Protective Services Agent:

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

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form. (cf. 5145.11 - Questioning and Apprehension)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parent(s)/guardian(s) with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent(s)/guardian(s) and when communicating orally regarding those procedures, an interpreter shall be provided for parent(s)/guardian(s) whose primary language is other than English. (Education Code 48987)

In addition, if the child is enrolled in special education, a separate complaint may be filed with California Department of Education under 5 CCR 4650(a)(viii)(C).

#### When School Employees are Accused of Child Abuse/Disciplinary Action

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, a district employee accused of abusing or neglecting a student may be subject to reassignment or a paid leave of absence.

If a determination is made that an employee has committed child abuse or neglect, the district may take disciplinary action including suspension and dismissal in accordance with law, district policies, administrative regulations and/or collective bargaining agreements. The Superintendent or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

#### Disciplinary Action

Any district employee accused of abusing or neglecting a student may be subject to reassignment or a paid leave of absence pending the outcome of an investigation by the appropriate agency.

If a determination is made that an employee has committed child abuse or neglect, the district may take disciplinary action, including suspension and dismissal, in accordance with law, Board policy, administrative regulations and/or collective bargaining agreements. The Superintendent or designee shall seek legal counsel in connection with either the suspension or dismissal of the employee.

Notifications;

The Superintendent or designee shall give persons hired by the district a statement informing them that they are mandated by law to report suspected child abuse and neglect, inform them of their reporting obligations under Penal Code 11166, and provide a copy of Penal Code 11165.7 and 11166. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions

Code 15630-15637. Regulation RIALTO UNIFIED SCHOOL DISTRICT

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

### **Disaster Plan (See Appendix C-F)**

Emergencies and Disaster Preparedness Plan:

The Board of Education 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 that details provisions for handling emergencies and disasters and shall be included in the District's comprehensive school safety plan. (Education Code 32282)

The Rialto Unified School District has plans and preparations for major emergency situations. Our school staff has been trained, and drills will be held regularly to make certain that students understand emergency procedures.

Parental cooperation is asked in any emergency:

1. Please refrain from calling the school. If telephone lines are open, they will be needed for emergency communication with police, fire department, district/city officials, paramedics, etc.
2. Streets should be clear for use by emergency vehicles, so if you drive to the school be prepared for possible road closures.
3. Turn your radio to local AM stations (example AM590) and listen for emergency broadcast information regarding your student's school.
4. If you are notified to pick up your student, check in at the designated location and your student will be released to you as quickly as possible. You must always provide proper identification to pick up a student.
5. The school will ensure that students are safe until parents/guardians are able to reach them, or until it is determined safe to send them home.
6. Keep an updated EMERGENCY CARD on file at the school. Students under 18 years of age will NOT be released to anyone other than those individuals on the emergency card.
7. Keep the school's nurse informed of your student's medical needs.

GOVERNMENT CODES 3100 Declaration; public employees as disaster service workers:

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, man-made, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service activities as may be assigned to them by their superiors or by law.

(Added by Stats. 1950, 3rd Ex.Sess., c. 7, p. 15, § 1, effective Oct. 3, 1950. Amended by Stats. 1971, c. 38, p. 49, § 4.)

GOVERNMENT CODE 3101 Definition:

For the purpose of this chapter the term "disaster service worker" includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. The term "public employees" includes all persons employed by the state or any county, city and county, state agency or public district, excluding aliens legally employed. Added by Stats. 1950, 3rd Ex.Sess., c. 7, p. 15, 1, effective Oct. 3, 1950. Amended by Stats.1971, c. 38, p. 50, 5.)

Rialto USD BP 3516:

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

California Government Code 8607-Standardized Emergency Management System (SEMS):

The standardized emergency management system shall include all of the following systems as a framework for responding to and managing emergencies and disasters involving multiple jurisdictions or multiple agency responses:

- (1) The Incident Command Systems adapted from the systems originally developed by the FIRESCOPE Program, including those currently in use by state agencies.
- (2) The multi-agency coordination system as developed by the FIRESCOPE Program.

Rialto USD AR 3516.3

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Standardized Emergency Management System (SEMS)

SEMS consists of five organizational levels, which are activated as necessary: Field Response, Local government, operational area, region and state. The District is a component of SEMS.

Incident Command System (ICS)

The Incident Command System (ICS) is the model for managing the response to incidents or events including man-made or natural disasters. ICS uses five primary functions.

1. Command
2. Operations
3. Planning/Intelligence
4. Logistics
5. Finance/Administration

Disaster Response Procedures (Ed. Code 32282)

Section I: Introduction

This manual is a written plan of action in the event of an emergency. The intent is to provide basic logistical information for collecting and storing supplies, and relocating students and staff outdoors. It is the responsibility of the administrator in charge to determine the extent to which the plan will be implemented in an emergency.

Since Bemis a neighborhood school with few bused children, we anticipate that most parents will come to the school within the first two hours of an evacuation. Emergency supplies are reserved for those students and staff members who may have to stay on campus longer. As the student population decreases, the administrator in charge will dismiss staff members according to the Priority Release List.

### **Public Agency Use of School Buildings for Emergency Shelters**

California Education Code 32282 section (2) (B) (ii)

Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

RUSD Board Policy 3516:

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. (Education Code 32282)

Following natural disasters local resources may be exhausted from the needs in the community or surrounding areas. Rialto Unified School District sites may have to shelter students for extended periods of time.

The Rialto Unified School District agrees that, after meeting its responsibilities to pupils, it will permit, to the extent of its ability and upon request by the Red Cross, the use of its physical facilities by the Red Cross as mass shelters for the victims of disasters.

The Superintendent or designee shall consult with city and/or county agencies so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each school site.

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

The Board of Education desires to provide District students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of District students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any District school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the District's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

#### **Appropriate Use of Suspension and Expulsion**

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Per Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

#### On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

#### Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

#### Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

#### Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annual and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspension and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the District is meeting its goals for improving school climate as specified in its local control and accountability plan.

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

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2 , 48900.3 , 48900.4 , or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

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

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

Sexual Harassment Rialto USD - BP 5145.7 Students

The Board of Education is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The District strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a District compliance officer.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and District procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the District's sexual harassment policy.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same 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 where the alleged victim of the harassment has not complained

4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the District's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

#### Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, 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.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/ Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

(cf. 4117.4 - Dismissal)

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the District to monitor, address, and prevent repetitive harassing behavior in District schools.

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

The mission of the Rialto Unified School District (RUSD), the bridge that connects students to their future aspirations, is to ensure each student achieves personal and career fulfillment within a global society. RUSD believes that high student expectations and a safe and engaging learning environment prepares students for academic success and their future. The student dress code should serve to support all students to develop a body-positive self-image. All students are expected to adhere to RUSD Student Dress Code Policy 5132, which includes but is not limited to the three expectations below:

##### Big Three (Secondary)

1. Clothing must cover and conceal undergarments.
2. Clothing must cover, conceal private body parts and midriff.
3. Clothing, backpacks and accessories must be free of images and content that displays /promotes sex, drugs, alcohol, or tobacco use, firearms or gang related images.

RUSD Board Policy 5132

The Board of Education 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 present a health or safety hazard or is likely to cause a substantial disruption to the educational program .

(cf. 4119.22/4219.22/4319.22- Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary. 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.

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students’ gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

(cf. 0415 – Equity)

(cf. 5145.2 – Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district’s dress code may result in disciplinary action.

(cf. 5144 - Discipline)

#### Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school’s comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

#### Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

#### California Education Code 35183

Legislative declaration regarding gang regalia, gang-related apparel and gang affiliation; Adoption and enforcement of reasonable dress code policy; Schoolwide uniforms.

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dress up days and color days. Schools that have adopted school uniforms experience a "coming together feeling," greater school pride, and better behavior in and out of the classroom. (b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing "gang-related apparel" if the governing board of the school district approves a plan that may be initiated by an individual school's principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281. (c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school. (d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months' notice to parents and the availability of resources to assist economically disadvantaged pupils. (e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy. (f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils. (g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

## **(G) District Cell Phone Policy**

District Mobile Communication Device Policy 5131.8 is as follows:

Middle School (6-8)

Students may use mobile communication devices (e.g., cellphones and smart watches) before school begins and after the school day ends. Devices shall be turned off and not be visible (stored in the student's backpack) during the school day, which includes passing period, recess, and lunch.

When students choose not to honor the above policy, the following actions, in no particular order, will be taken to help them develop personal responsibility:

- Counseling on proper use of mobile communication devices and social media
- Reminder of Mobile Communication Device Policy 5131.8
- Confiscation of mobile device (to be retrieved by parent or legal guardian only)
- Loss of privileges to participate in extra-curricular activities
- Possible suspension from school (last resort)

## **(H) District Anti-bullying Policy**

Policy 5131.2: Bullying

The Board of Education recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 – Conduct)

(cf. 5136 – Gangs)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual Harassment)

(cf. 5145.9 – Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in District schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may collaborate with social services, mental health services, other agencies, and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 – Citizen Advisory Committees)

(cf. 1400 – Relations Between Older Governmental Agencies and the Schools)

(cf. 6020 – Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable District and school plans.

(cf. 0420 – School Plans/Site Council)

(cf. 0450 – Comprehensive Safety Plans)

(cf. 0460 – Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's family that the student may transfer to another school. If the family of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and District policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 – Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 – Professional Standards)

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

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

In order to ensure the safety of students, parents and staff, Frisbie Middle School has established the following procedures:

- School hours have been established that provide access to our campus when supervision is provided
- Campus Security Officers(CSO) on campus, and District Patrol units monitor student safety while entering and departing from school
- Campus Security Officers (7:30am) and assigned teachers (7:35am) are posted at specific areas and at the gates designated for students entering and exiting campus,

Before and after school

- Students are urged to walk with friends to and from school and discouraged from walking alone.
- Student bus riders are informed of bus safety rules, and are supervised by school personnel/CSO's until they are loaded on the bus to return home
- A secured parking lot is provided for staff use
- Site Supervision plan is located in attachment section

Visitors

Individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

Lobby Guard

FMS utilizes the Lobby Guard to screen and record individuals visiting and/or entering campus.

#### **(J) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

**Component:**

School Profile:

Frisbie Middle School has an ethnically diverse student body with a dedicated staff. We want students to exemplify appropriate behavior at school, home and in the community. Frisbie staff believes that introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. Frisbie has developed a schoolwide systems of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environment. A continuum of positive behavior support for all students has been implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Attention has been focused on creating and sustaining Tier 1 supports for all students (universal), Tier 2 supports for sub groups such as English Learners, Black/African American students and Student with Disabilities. (targeted group). Targeted groups may change over time due to the success of program.

Frisbie Middle School believes it is our responsibility to provide a safe and orderly environment that is conducive to learning.

The course of study includes the basic core curriculum (English, Math, Science and Social Studies), physical education, and enrichment classes such as English and, math support, MESA, yearbook, ASB, AVID and art.

Pupils have the opportunity to participate in after-school activities. These include sports program, numerous clubs, Think Together and before & after-school tutoring.

Frisbie Middle School has developed and consistently enforces school-wide expectations that are clear, broad-based, and fair. Our school-wide expectations includes Be Safe, Be Respectful, and Be Responsible. Discipline consequences are commensurate with the offense, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching of behavior expectations, as well as, social problem solving and social decision-making are embedded in the school wide expectations. Frisbie Middle School uses both classroom and school-wide expectations that clearly communicate the positive behavioral expedencies for pupils on school grounds, as well as to and from school. During the past several years, through consistent use of our established disciplinary policies, we have been able to substantially reduce the number of referable offenses occurring at Frisbie Middle School. We will continue to educate our students in ways to avoid conflict and build character.

**Element:**

Frisbie Middle School- Safe, Secure and Drug Free

**Opportunity for Improvement:**

Continue with the implementation of PBIS Tier I and II

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Students will demonstrate behaviors consistent with the uniform school-wide Positive Behavior Intervention Supports- Be respectful, Be responsible and Be Safe</p>	<ol style="list-style-type: none"> <li>1. School-wide behavior expectations are posted in all classrooms, student areas. August- May</li> <li>2. School-wide behavior expectations are taught and reviewed by all staff members.</li> <li>3. All staff will discuss and model these expectations for students during the first two weeks of school and as needed throughout the year. Daily reminders will be given as well.</li> <li>4. Admin will review expectations in grade level assemblies at the start of the school year and at the beginning of the 2nd semester and as needed during the school year.</li> </ol>	<p>Staff professional development</p> <p>Modeling expectations</p> <p>Assemblies</p>	<p>Administration, PBIS Team, and Certificated Staff.</p>	<p>Aug. 2023-ongoing</p> <p>TFI Walk Through January and April 2024</p>
<p>Students will review how to use the PBIS rewards system via online app</p>	<ol style="list-style-type: none"> <li>1. PBIS referral system will be taught during PD at the beginning of each school year.</li> <li>2. PBIS rewards system will be taught during PD at the beginning of each school year.</li> <li>3. Students are informed and given access to the rewards system at the first school wide Expectations Assembly</li> </ol>	<p>Professional development for all staff for rewards program.</p>	<p>Administration, Certificated Staff and PBIS Team</p>	<p>Jan 2024-ongoing</p> <p>As of January 2024, All Certificated staff are trained to use the electronic referral system</p>
<p>Staff will Implement electronic request For Assistance system</p>	<ol style="list-style-type: none"> <li>1. Staff development on use of system</li> </ol>	<p>Google form submitted by teachers to counselors.</p>	<p>Administration, Counselors, PBIS Team</p>	<p>Jan 2024-ongoing</p>

<b>Objectives</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Lead Person</b>	<b>Evaluation</b>
Wellness Center will be open to students for support with one on one and group Social Emotional Learning (SEL).	<ol style="list-style-type: none"> <li>1. SMAART Group</li> <li>2. Girls Empowerment</li> <li>3. Therapeutic Behavior Specialist TBS support staff on campus</li> </ol> <p>Students will be referred via staff recommendation and the Counseling request for assistance.</p>	Therapeutic Behavior Specialist for group and individual counseling and academic counselors.	Administration, PBIS Tier II Team, Counselors	Jan. 2024- ongoing
Frisbie Middle School will maintain an active PBIS team	<ol style="list-style-type: none"> <li>1. Monthly meetings</li> <li>2. PD for certificated staff</li> <li>3. Updates at staff meetings</li> </ol>	PBIS Team Monthly PD for Certificated staff	Administration, PBIS Team	Aug 2023-ongoing
Staff will have ongoing professional development on PBIS methodology	<ol style="list-style-type: none"> <li>1. Needs assessment- Panorama Survey for students and staff</li> <li>2. PD calendar</li> <li>3. SAS- Self Assessment Survey for School site staff</li> </ol>	Professional Development	Admin, PBIS Team	Aug 2023-ongoing
A school wide rewards program will be used by all staff and students.	<ol style="list-style-type: none"> <li>1. Development of students store</li> <li>2. Professional development on use of PBIS FALCON POINTS and PD on use of PBIS rewards APP</li> <li>3. Staff professional development</li> <li>4. Model expectations</li> <li>5. Semester assemblies</li> </ol>	PBIS rewards system PBIS Team	All staff	Aug. 2023-ongoing
Students will be provided with educational activities that encourage positive interactions with their peers.	<ol style="list-style-type: none"> <li>1. Implementation of Leader In Me</li> <li>2. Staff training</li> <li>3. Lesson planning</li> <li>4. Students participate in classroom lessons and discussions related to the 7 Traits</li> <li>5. Professional Development during semester 1 and 2</li> </ol>	Staff PD	Admin, Leader In Me Team	2022-2023

Objectives	Action Steps	Resources	Lead Person	Evaluation
Frisbie will continue to be safe, secure, and drug free	<ol style="list-style-type: none"> <li>1. Inter quest K-9 will conduct random searches.</li> <li>2. Parent conferences</li> <li>3. Referral for drug and alcohol support services/ counseling through Safety Department</li> </ol>	<p>Staff- K-9 inter quest detection partnership with Rialto Unified School District Safety</p> <p>Intervention and support services department</p> <p>Staff</p>	Administrators and counselors	Ongoing

**Component:**

The staff at Frisbie Middle School is committed to providing a safe and orderly learning environment for all students. Frisbie Middle School has a daily supervision schedule. Overall our campus is monitored by our entire staff. Our administrators, two security officers, and at least thirteen weekly-assigned staff members provide daily supervision to make sure our students are safe and free from harassment and violence.

It is Frisbie's goal to increase parent involvement in their student's academic and social growth. We are continuously generating ways to encourage and increase parents to participation in their students' learning. Parent engagement opportunities will be scheduled to support student achievement. All notifications will be sent home in Spanish and English of events and school activities and posted on school website and social media. In addition, the staff will use parent conferences; SST's, and subject area parent nights to better communicate with the community.

**Element:**

Ensure a safe physical environment

**Opportunity for Improvement:**

Frisbie Middle School will continue to communicate with all stakeholders on the progress of students' behavior and academic achievement in an effort to promote positive social and emotional development.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Improve the internal and external safety of the students' and campus.</p>	<ol style="list-style-type: none"> <li>1. Improve the safety at crosswalks at start and end of school day               <ol style="list-style-type: none"> <li>a. Crossing guard</li> <li>b. Signage</li> </ol> </li> <li>2. Placement of security</li> <li>3. Perimeter fencing requires all visitors to enter and exit by the office during school hours.</li> <li>4. Installation of a secure front office</li> <li>5. All gates will be installed with panic bars</li> </ol>	<p>Safety officer plan</p> <p>Lobby with secure door in front office</p> <p>Panic bars installed throughout campus</p> <p>Rialto Unified School District Safety Intervention and Support Services.</p> <p>Maintenance and operations Dept.</p>	<p>Admin, District MO</p> <p>Front office staff</p> <p>Rialto Unified School District Safety Intervention and Support Services.</p>	<p>Aug 2023-ongoing</p>
<p>Staff will assist in providing a safe campus for students</p>	<ol style="list-style-type: none"> <li>1. School-wide behavior expectations are enforced on campus</li> <li>2. Monitoring of hallways by staff</li> <li>3. Noon Duty Supervisors meet with admin at beginning of the year and as needed to review appropriate supervision strategies, expectations etc...</li> <li>4. Staff will monitor their general classroom area between each period</li> <li>5. Admin will meet with noon duties and custodians to review supervision expectations</li> </ol>	<p>Professional development and reminders during monthly staff meetings</p>	<p>Admin, Teaching Staff, Noon Duty personnel, CSO</p>	<p>Aug 2023-ongoing</p>
<p>Safe and Secure</p>	<p>Continuous monitoring by Rialto Unified School District Safety Intervention and Support Services.</p> <p>Partner with Rialto Police Department</p> <p>Safety Assemblies for staff and students</p>	<p>Safety Department support services in the area of drug and alcohol counseling.</p> <p>Therapeutic Behavior specialist support groups and counseling</p> <p>Academic counselors</p>	<p>Rialto Unified School District Safety Intervention and Support Services.</p>	<p>Ongoing</p>

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**(K) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Warren H. Frisbie Middle School Student Conduct Code**

California Education Code 35291

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction.

RUSD Board Policy 5144

The Board of Education 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, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at District schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of District discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Student with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with District regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and District regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the District's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the District's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for District schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131/4231/4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the District's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of every school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in District schools in the immediately preceding school year and their effect on student learning.

#### **Conduct Code Procedures**

Frisbie students are expected to adhere to PBIS(Positive Behavior Intervention Support) expectations being 1)Respectful 2) Responsible and 3) Safe.

Students not adhering to school expectations may participate in a conflict mediation and/or a parent meeting may be held. A class suspension, morning detention, lunch detention, after school detention, community service, Wednesday Program, Saturday Program and/or suspension may be assigned.

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion. Students are expected to immediately report incidents to the principal or designee. Students can rely on trained staff to promptly investigate each complaint of bullying in a thorough and confidential manner. If the complainant student and the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. Retaliatory behavior against any complainant or any participant in the complaint process is prohibited.

- \* Students are to resolve their disputes without resorting to violence.
- \* Students are encouraged to help fellow students resolve problems peaceably.
- \* Students can rely on trained staff such as Counselors and Safety Intervention Officers, in conflict resolution and peer strategies to intervene in any dispute likely to result in violence.
- \* Students needing help in resolving a disagreement, or students observing conflict may contact an adult in the counseling office or Assistant Principal's office.
- \* Students involved in a dispute will be referred to an adult trained in restorative practices. Staff and mediators will keep the discussion confidential.

Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

#### **(L) Hate Crime Reporting Procedures and Policies**

RUSD Board Policy 5145.9

The Board of Education is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation and respect for human rights, human relations, diversity, and acceptance in a multicultural society

Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively

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

The Superintendent or designee will take the appropriate corrective action with students who engage in hate-motivated behavior.

The Superintendent or designee shall provide staff with training that:

Promotes an understanding of diversity, equity, and inclusion

Discourages the development of discriminatory attitudes and practices

Includes social-emotional learning and nondiscriminatory instructional and counseling methods

Supports the prevention, recognition and response to hate-motivated behavior

Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

## Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the District's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the District's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

## **Safety Plan Review**

The comprehensive safety plan will be reviewed, evaluated and amended (if necessary) by the administrators, Safety Committee, School Site Council and school leadership team throughout the school year.

Opportunity for public comment is provided at the School Site Council meetings. The comprehensive safety plan shall be adopted by the School Site Council prior to March 1<sup>st</sup> of each school year. Subsequently and pursuant to Education Code Section 35294.6 (a), the Board will adopt this annual comprehensive school safety plan at the regular meeting of the Governing Board as noted on the cover page. An opportunity for public comment is provided during this meeting, prior to the plan's adoption

**Safety Plan Appendices**

## Emergency Contact Numbers

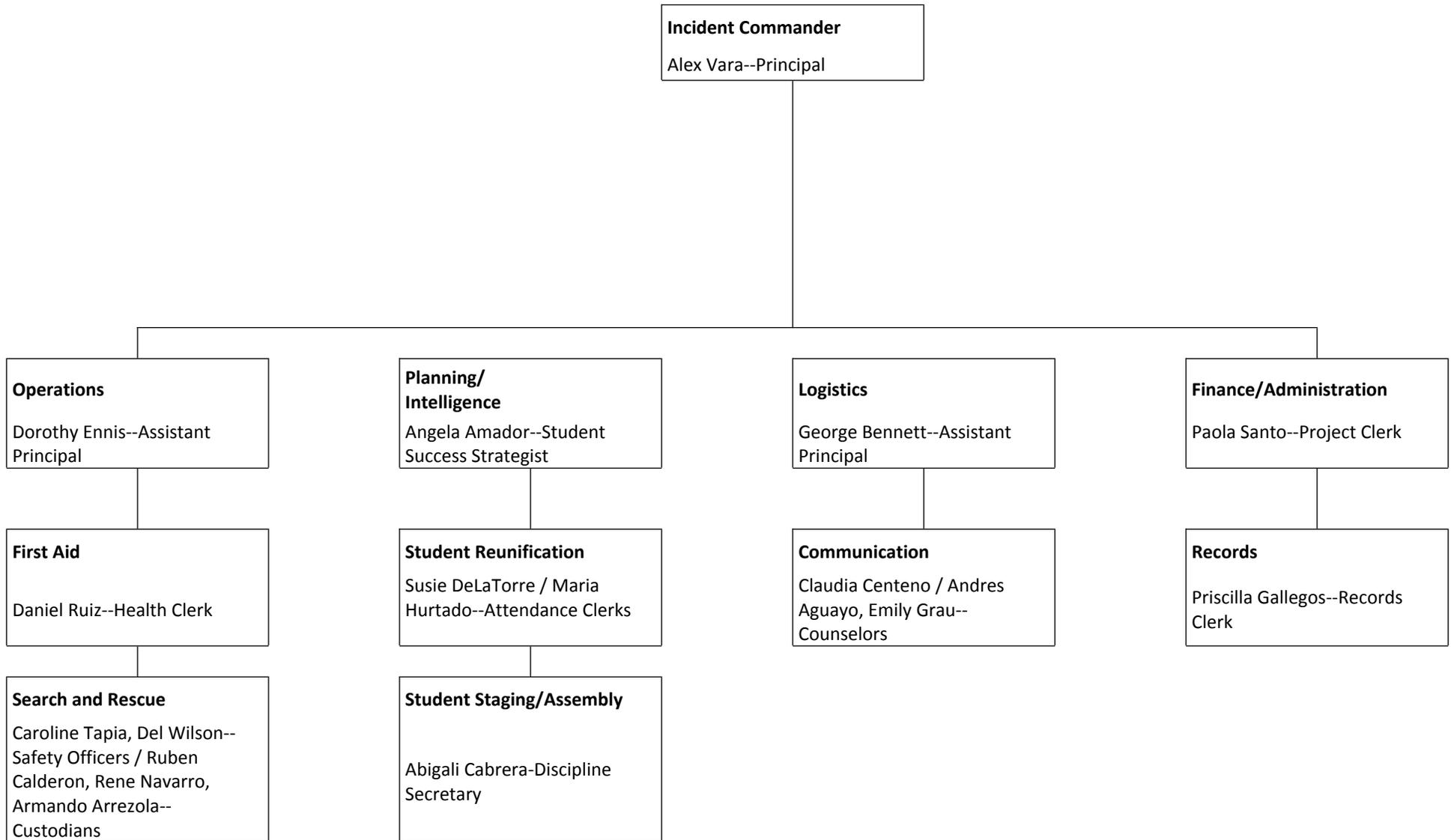
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	(RUSD) Rialto Unified School District	(909) 820-7700	
Law Enforcement/Fire/Paramedic	Rialto Police Department	911	
Other	RUSD Control Dispatch Center	(909) 820-6892	
Local Hospitals	Arrowhead	(909) 580-1000	
Other	Frisbie Middle School	(909) 820-7887	
Other	Suicide Prevention Phone Number	988	

### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Safety Planning Committees Meeting	1/11/24	
Safety Planning Committees Meeting	1/17/24	
Safety Planning Committee Final Review	1/24/24	

**Warren H. Frisbie Middle School Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

### **INCIDENT COMMAND TEAM RESPONSIBILITIES**

#### **INCIDENT COMMANDER**

- Provides overall leadership for incident response
- Ensures incident safety
- Establishes incident objectives
- Responsible for all functions until delegated
- Delegates' authority to others
- Provides information to internal and external resources
- Maintains liaison with other responding resources (fire, police, etc.)

#### **LOGISTICS SECTION**

- Communications Leader:
  - Communications needs of the IC and section members.
  - Relays all information to and from DEOC
  - Monitors and relays inter school information as needed
- Bin Team:
  - Helps distribute Disaster Bin supplies
  - Assist Records track supplies
  - Monthly checks of disaster bin supplies

#### **FINANCE SECTION**

- Records Leader:
  - Accounts for all staff checking in and check out (including other departments)
  - Keeps account of costs related to the incident

#### **OPERATIONS SECTION**

- Search Teams:
  - Fact gathering
  - Situation size up
  - Utility shut off
  - Locate injured persons
  - Fire suppression

#### **Perimeter Teams**

- Secure perimeter
- Direct parents/guardians to SPRP
- Hang signage and flags
- Keeps vehicle access points clear for responders
- Scribe/Runner:
  - Relay information and/or equipment between site posts
  - Assist as needed

#### **First Aid and Triage**

- Provides First Aid to students or staff
- Morgue control
- Trained staff may assist with First Aid care

## **PLANNING SECTION**

### **Student-Parent Reunification Point:**

- Communicates with parents or guardians at the site
- Assists with reunifications
- Releases student(s) to parental supervision
- Keeps records of students released
- Communicates with Student Staging to coordinated student release.

### **Student Staging (Evacuation Area)**

- Takes attendance/student accountability
- Monitors and supervises students
- Relays students to SPRP

### **Scribes/Runners**

- Assist with locating students in staging area
- Relays and/or escorts students to SPRP

## **Management**

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

## **Planning & Intelligence**

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

## **Operations**

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

## **Logistics**

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

## **Finance & Administration**

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

## Emergency Drills

### Completed Emergency Drills

#### Fire Drills:

##### Board Policy-Regulation 3516.1: Fire Drills

1. Middle Schools-four times a year, 1st drill must be conducted within the first 10 days of classes.

#### Goals:

- No verbal announcement required over P.A. system.
- Pull Station activation is required.
- False or mischievous activations of the fire alarms do not count as the required amount.
- All persons must evacuate buildings during all fire alarm activations.
- Ensure timely evacuations. Evacuate all student, staff and visitors to their designated areas.
- Conduct accountability check for all students, staff and visitors.
- Ensure Student Stage/Assembly area are at a safe distance and to avoid fire department operations.
  - Organize staff using your ICS structure (Incident Commander, Operations, Planning, Finance/Records).
  - Establish the General Areas (CP, First Aid, and Reunification) and Incident Command support teams.
  - Submit work order for any malfunctioning stations or signal devices.
  - Alternate pull stations between drills.

#### Earthquake Drills:

##### Board Policy-Regulation 3516.3: Earthquake Emergency Procedure System

1. Middle Schools-Once a semester.

#### Goals:

- Ensure all students and staff participate in Drop/Cover/Hold techniques.
- Evacuate all student, staff and visitors to their designated areas.
- Account for all persons. Search for lost or missing persons.
- Organize staff using your ICS structure (Incident Commander, Operations, Planning, Finance/Records).
  - Establish the General Areas (Command Post, First Aid, and Reunification) and Incident Command support teams.

#### Lockdown Drills:

1. Middle Schools-Once a quarter.

#### Goals:

- ? Ensure the use of Run/Hide/Fight strategies.
  - ? Verify lockdown procedures are being practiced.
  - ? Make certain all staff participates in lockdown activities.
- \*\*Alternate operational staff members (front office, Administration, etc.) between drills, ensuring all staff have an opportunity to practice skills.

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

Active Shooter  
Bomb Threat/ Explosion / Risk of Explosion  
Earthquake  
General Evacuation  
Fire in Surrounding Area / Fire on the Campus  
Medical Emergency  
Suicide Threat or Attempt/ Psychological Trauma  
Unlawful Demonstration / Walkout

The Incident Commander is responsible for determining if a crisis or emergency exists and also identifies the type and extent of the incident occurring.

### **Step Two: Identify the Level of Emergency**

Size up the incident/ situation.  
Evaluate if classrooms, school or facility needs to be evacuated.  
Determine how many resources will be need.  
Determine what plan(s) to utilize.

### **Step Three: Determine the Immediate Response Action**

Notify 911, if applicable.  
Establish your objectives.  
Establish your Incident Command System (ICS) structure.  
Establish your General Areas from your Evacuation map.  
Communicate objectives to your Incident Management Teams (IMATs).  
Assign tasks to ICS teams.

The incident Commander needs to determine whether an evacuation, lock-down, or shelter-in-place needs to be implemented.

### **Step Four: Communicate the Appropriate Response Action**

Communicate actions to District Office.  
Communicate with Service Areas, as needed.  
Communicate with other responding agencies.  
Communicate with next course of action with staff.

The Incident Commander after receiving all imperative information of the emergency will develop a plan of action determined by the information received and the logistics that are available. The plan will be given to the Operations Chief who in turn will disseminate the plan to all essential personnel in the Incident Command System.

## **Types of Emergencies & Specific Procedures**

### **Armed Assault on Campus**

#### **Profile of an Active Shooter**

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

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation. (Department of Homeland Security,2020)  
Terrorism

International Terrorism is perpetrated by individuals and/or groups inspired by or associated with designated foreign terrorist organizations or nations (state-sponsored).

Domestic Terrorism is perpetrated by individuals and/or groups inspired by or associated with primarily U.S.-based movements that espouse extremist ideologies of a political, religious, social, racial, or environmental nature. (fbi.gov,2019)

Active Shooters can sometimes use other means of attack

Explosives,  
Knives,  
Vehicles,  
Chemicals,  
Other dangerous items.

Active Shooters can sometimes be:

A juvenile or adult,  
males or females,  
Familiar individual(s)  
Or unfamiliar individual(s).

Indicators of Potential Violence

Person(s) typically do not just “snap,” but display indicators of potentially violent behavior over time. If these behaviors are recognized, they can often be managed and treated. Potentially violent behaviors by person(s) may include one or more of the following (this list of behaviors is not comprehensive, nor is it intended as a mechanism for diagnosing violent tendencies):

Increased use of alcohol and/or illegal drugs.  
Unexplained increase in absenteeism; vague physical complaints.  
Noticeable decrease in attention to appearance and hygiene.  
Depression or withdrawal.  
Resistance and overreaction to changes in policy and procedures.  
Repeated violations of company policies.  
Increased severe mood swings.  
Noticeably unstable, emotional responses.  
Explosive outbursts of anger or rage without provocation.  
Suicidal; comments about “putting things in order”.  
Behavior which is suspect of paranoia, (“everybody is against me”).  
Increasingly talks of problems at home.  
Escalation of domestic problems into the workplace; talk of severe financial problems.  
Talk of previous incidents of violence.  
Empathy with individuals committing violence.  
Increase in unsolicited comments about firearms, other dangerous weapons and violent crimes.

How to Respond to an Active Shooter

Quickly determine the most reasonable way to protect your own life. Remember that students and visitors are likely to follow the lead of Staff during an active shooter situation.

#### 1. EVACUATE or RUN

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

Have an escape route and plan in mind.  
Evacuate regardless of whether others agree to follow.  
Leave your belongings behind.  
Help others escape, if possible.  
Prevent individuals from entering an area where the active shooter may be.  
Keep your hands visible.

Follow the instructions of any law enforcement.

Do not attempt to move wounded people.

Call 911 when you are safe.

## 2. HIDE

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

Be out of the active shooter's view.

Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door).

Not trap you or restrict your options for movement.

To prevent an active shooter from entering your hiding place:

Lock the door.

Blockade the door with heavy furniture.

If the active shooter is nearby:

Lock the door.

Silence your cell phone and/or pager.

Turn off any source of noise (i.e., radios, televisions).

Hide behind large items (i.e., cabinets, desks).

Remain quiet.

If evacuation and hiding out are not possible:

Remain calm.

Dial 911, if possible, to alert police to the active shooter's location.

If you cannot speak, leave the line open and allow the dispatcher to listen.

## 3. TAKE ACTION AGAINST THE ACTIVE SHOOTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

Acting as aggressively as possible against him or her.

Throwing items and improvising weapons.

Yelling.

Committing to your actions.

### How to Respond When Law Enforcement Arrives

Law enforcement's purpose is to stop the active shooter as soon as possible. Law Enforcement will proceed directly to the area in which the last shots were heard.

Law Enforcement Staffs usually arrive in teams of four (4)

Law Enforcement Staffs may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment

Law Enforcement Staffs may be armed with rifles, shotguns, handguns

Law Enforcement Staffs may use pepper spray or tear gas to control the situation

Law Enforcement Staffs may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives:

Remain calm, and follow Law Enforcement's instructions

Put down any items in your hands (i.e., bags, jackets)

Immediately raise hands and spread fingers

Keep hands visible at all times

Avoid making quick movements toward Law Enforcement such as holding on to them for safety

Avoid pointing, screaming and/or yelling

Do not stop to ask Staffs for help or direction when evacuating, just proceed in the direction from which Staffs are entering the premises

The first Law Enforcement to arrive at the scene will not stop to help injured persons. Expect rescue teams composed of additional Law Enforcement and emergency medical personnel to follow the initial Law Enforcement. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

## LOCK DOWN PROCEDURES

Authorized staff should announce a message indicating all persons should lockdown or a message similar to the following:

“Attention all staff, lock down all rooms immediately! I repeat. Lock down all rooms immediately!”

In some cases it may not be safe for authorized staff to do so. Any staff who witnesses a threat to life can announce a dangerous incident.

Staff inside rooms should keep doors secure and lockdown in place, unless unsafe to do so. Doors should remain secure and not opened until law enforcement arrives.

In most cases First Responders will have access keys to rooms when opening doors.

If students and teachers are outside the school building, they should stop, drop, and remain still out of sight or lockdown in a safe location. You will be directed where to relocate depending on the situation.

Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area.

Physical Education classes on field areas should move away from impacted areas and not return to buildings if not safe to do so.

Any students in the cafeterias should lockdown in place or move to the nearest classrooms.

If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.

Anyone in the hallway should move to the closest classroom immediately

Nurses/cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights.

Students and staff in the library should remain in the library. Librarians should lock the doors, turn out the lights, and locate a safe area.

Staff members should locate and hold on to their roll book. This will aid in accounting for all students should an evacuation be necessary.

Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the intercom.

An administrator will signal all personnel if the lockdown has been lifted.

If an evacuation occurs:

All persons and classrooms will be directed by a law enforcement officer or administrator to a safe location.

Once evacuated from the building, teachers should take roll to account for all students present in class.

Administrators will keep in communication with radios or cell phones.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned.

Do not leave until law enforcement authorities have instructed you to do so.

Account for all students, staff and visitors as soon as reasonably possible.

Notify Administration, law enforcement and safety services of missing or unaccounted students, staff or visitors.

## Biological or Chemical Release

Chemicals, Hazardous Spill and Biological Agents can cause potential serious effects on the environment and person's health. Some are liquid forms and others may be a solid form. Some may be odorless, colorless and hard to see. Incidents sometimes may be accidental and others may be intentional. When dealing with potential incidents it is imperative for Staff take proper steps to ensure students and visitor's safety.

Staff should conduct or provide assistance with the following:

- Attempt to remain, upwind, uphill or upstream. Direct persons away from the affected area.
- Call 911 and/or Safety Control. Notify Administrator or designee.
- Provide location and other pertinent information.
- Look for placards or other identifiers.
- Evacuate the area and/or building.
- Keep unauthorized persons away.
- Provide assistance to disabled, sick or injured persons.
- Decontaminate with soap and water.
- Certain surfaces can be decontaminated with 0.5% bleach solution. (When diluted 1:10. Household bleach contains 0.5%.)
- Obtain immediate medical attention for all exposed or potentially exposed personnel.

- Be aware of secondary hazards or agents.

Only if the information can be obtained safely,

- Identify the type of hazard or source of the release.
- Determine if the HVAC system has been affected.
- What are the agent's characteristics (color, visible or not, odor if any).
- Attempt to determine if the release is interior or exterior.
- If outside, how fast is the plume or agent moving and which direction.

#### Agent Characteristics

- Coarse powders and liquids will not spread beyond the initial release area without applying a lot of energy.
- Powders with a particle size less than 5.0 microns (the most dangerous particle size) will remain suspended in the air, creating particles spread throughout a large area.
- The concentration of the agent in the powder or liquid will remain unknown until completion of further testing.

#### HVAC Characteristics

- HVAC systems may need a long time to shut down. HVAC systems can distribute a product throughout a building in less than 15 minutes. Once a system distributes an agent, the system begins to dilute the concentrate of the affected area.
- HVAC systems have zones within the building they serve. This may allow responders to shut off portions of a system.
- HVAC systems with HEPA filtration may help to capture the product. These systems are rare.

#### Material Safety Data Sheets or Globally Harmonized System:

A record of chemicals used in all district sites is stored at each site, Warehouse, Maintenance and Operations or Risk Management offices according to chemicals used at each location. The sheets can assist with the classification of health, physical and environmental hazards.

#### Coronavirus

Coronavirus disease 2019 (COVID-19) is a respiratory illness that can spread from person to person. The virus that causes COVID-19 is a novel coronavirus that was first identified during an investigation into an outbreak in Wuhan, China (2019).

#### Prevention

- Wash hands with soap and water for at least 20 seconds.
- Clean and disinfect frequently touched surfaces daily.
- If surfaces are dirty, clean them using detergent or soap and water prior to disinfection.
- Avoid touching eyes, nose or mouth.
- Cover your cough or sneeze with a tissue or your elbow or a tissue. Wash hands afterwards.
- Avoiding close contact with people who are sick.
- Stay home and away from people if you become sick with respiratory symptoms like fever and cough.
- Follow guidance from public health officials.

#### Symptoms

Typically, human coronaviruses cause mild-to-moderate respiratory illness. Symptoms are wide ranging and can be similar to the flu, including:

- Fever
- Cough
- Shortness of breath
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore Throat
- New loss of taste or smell

#### Symptoms of Severe Respiratory Illness

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Bluish lips or face

### **Bomb Threat/ Threat Of violence**

Bomb threats have many different delivery forms. With the increase in technology delivery methods may change. Some common methods of delivery may be by telephone, in person, email, written note, social media, packages or other means. Every bomb threat is unique and should be handled in the context of the site or environment in which it occurs. Site Administrators or designees, and law enforcement must always be consulted to determine the credibility of the threat and next course of actions.

Staff must:

Remain calm

Call 911 and/or Safety Control. Notify Administrator or designee.

Provide location and other pertinent information.

Including:

Telephone or in person:

Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.

Listen carefully. Be polite and show interest.

Try to keep the caller talking to learn more information.

If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.

If your phone has a display, copy the number and/or letters on the window display.

Write down as much detail as you can remember. Try to get exact words.

Record the call, if possible.

Complete Department of Homeland Security Bomb Threat Checklist

Email, written note or social media:

Relay all related communications to Administrator or designee and law enforcement.

Limit physical contact with handwritten letters or notes.

Packages:

Evacuate building or affected area

Avoid using radio, cellular phone or mobile data terminal within the isolation distance.

Do not move or manipulate package.

Account for all students and staff.

**Bomb Search**

Law enforcement and/or the fire department shall conduct bomb search.

Note and communicate all items or packages that may be suspicious, out of place or other abnormalities.

Avoid using radio, cellular phone or mobile data terminal within the isolation distance.

Staff may assist in this search at the request of law enforcement.

No other school staff shall search.

Do not handle any explosive or incendiary device.

No staff or students shall reenter the threatened building(s) until law enforcement and/or the fire department staff advises the Principal or designee that reentry is safe.

Please see the Appendix: Evacuations, if Evacuation is needed

### **Earthquake**

If Inside:

1. Staff members will follow the "DUCK, COVER, and HOLD" procedure.
2. Drop to the floor beneath the desk, chair, table, or bench with back to the windows.
3. In a bent and crouched-over position, place one arm over back of neck. The other arm grasps the leg of a table or other solid object.
4. Stay in this position until it is safe to move.
5. At the completion of ground movement, the staff members shall ascertain possible injury and determine the ability of personnel to evacuate. (If doors are jammed, break windows, remove all glass, and evacuated via window.)
6. Exit the building if it is safe to do so.
7. Seriously injured persons should not be moved unless they are in immediate danger of further injury.

If Outside:

1. Get away from all buildings and move to a safe open area. Do not panic or run. Stay calm.
2. Stay clear of walls, power poles, overhead wires, trees, loose wires, and metal fences.

When SAFE, proceed to the pre-designated assembly area

## **Explosion or Risk Of Explosion**

### **ENERGETIC MATERIALS (Explosives)**

Explosives can be unstable and unpredictable. Some can be disguised as innocent objects and others can have obvious signs of potential danger. Incidents sometimes may be accidental and others may be intentional. Some explosives may have other dangerous or harmful substances or objects added to them. When dealing with potential incidents it is imperative that Staff take proper steps to ensure students, staff and visitor's safety.

Staff should conduct or provide assistance with the following:

- Attempt to remain, upwind, uphill or upstream.
- Isolate immediate area 1,650 feet in all directions.
- Do not operate radio, cellular phone or mobile data terminal within the isolation distance.
- Do not attempt to disarm or manipulate devices.
- Evacuate the area and/or building.
- Keep unauthorized persons away.
- Consider secondary explosives.
- Consider initial evacuation of 2,500 feet.
- Call 911 and/or Safety Control when it is safe to do so.
- Notify Administrator or designee.
- Provide location and other pertinent information.
- Provide assistance to disabled, sick or injured persons.
- Obtain immediate medical attention for all exposed or potentially exposed personnel.

### **INCENDIARY DEVICES**

Incendiary Devices can be unstable and unpredictable. Some can be disguised as innocent objects and others can have obvious signs of potential danger. Incidents sometimes may be accidental and others may be intentional. Some Incendiary Devices may have other dangerous or harmful substances or objects added to them. When dealing with potential incidents it is imperative Staff take proper steps to ensure students, staff and visitor's safety.

Staff should conduct or provide assistance with the following:

- Attempt to remain, upwind, uphill or upstream.
- Do not attempt to disarm or manipulate devices.
- Isolate immediate area 330-660 feet.
- Consider an immediate downwind evacuation distance of 1,000 feet at night.
- Consider an immediate all direction evacuation distance of 2,640 feet during the day.
- Evacuate the area and/or building.
- Keep unauthorized persons away
- Consider secondary explosives.
- Call 911 and/or Safety Control.

- Notify Administrator or designee.
- Provide assistance to disabled, sick or injured persons.
- Obtain immediate medical attention for all exposed or potentially exposed personnel.

### **Fire in Surrounding Area**

Off Campus/ Wildfires can sometimes be within close proximity to District property. Winds and other accelerants can cause fires to move rapidly. Students, Staff and Visitors may be required to evacuate buildings or Shelter in Place (refer to General Evacuation).

In cases where off campus shelter may be needed:

- Staff may be required to escort or accompany students on designated transportation vehicles to the alternate shelters.
- Staff may be required to assist with Student-Parent Reunification locations.

Students should remain with staff until parents/guardians can pick them up or until they can be safely transported to their homes

### **Fire on School Grounds**

On Campus fires can be hazardous to person(s) health and safety. Fire can spread rapidly and smoke or other burning material can overcome a victim suddenly.

Staff should conduct or provide assistance with the following:

- Call 911 and Safety Control.
- Notify Administrator or designee.
- Provide location and other pertinent information.
- If applicable, activate the nearest Fire Alarm pull station.
- All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
- Evacuate the building and area using stairs or ladders. Avoid using elevators.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- Provide assistance to disabled, sick or injured persons.
- Assemble in the designated evacuation area. Teachers shall take roll and report missing students. The principal, designee and/or each department head shall account for their staff.
- Account for all students, staff and visitors. Report all unaccounted persons to First responders.
- Only re-enter buildings and/or area after deemed safe by First responders.

### **Fire Drills**

The school site shall test the fire alarm signal at least once every month. Each school site shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level.

- The site Administrator or designee shall notify staff as to the schedule for fire drills.
- Whenever the fire signal is given, all students, teachers, and other employees shall quickly leave the building in an orderly manner.
- All staff shall ascertain that no student remains in the building.
- All staff shall be prepared to select alternate exits and shall direct persons to these exits whenever the designated escape route is blocked.
- Each school site shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

### **General Evacuation**

Evacuations may require students, staff and visitors to leave school sites and support facilities before, during or after a Man-made incident or Natural Disaster. Incidents include but not limited to Active Shooter, Lockdowns, Bomb Threats, Fires or Earthquakes incidents. These situations can be fluid and necessary transportation may be delayed because of unforeseen hazards or limited resources. Even so, the need to leave may be imminent.

Staff should determine in advance the nearest emergency exits in their assigned work locations and the route they shall follow to reach that exit in an emergency. Evacuation maps should be posted in a conspicuous place in each classroom and assembly area including Multi-Purpose rooms, Libraries, Locker rooms, workout or exercise rooms. Staff should become familiar with all evacuation routes and assembly points for their assigned work locations. They should also establish an alternate route to be used in the event the primary route is blocked or unsafe.

When evacuating, consider the time of day, the time allowed to accomplish evacuation, weather conditions, the area where evacuating to and safety of evacuees in relocation areas. Classroom role sheets, visitor logs and emergency cards must be at the reunification area(s) and available to account for all students, staff and visitors.

### **When Evacuating On Foot**

Either during or after a life-threatening incident, all staff and students may be required to leave their site unexpectedly. All General Evacuation guidelines should be considered when evacuating.

When staff and students must leave a site on foot, shelter should be sought at the neighboring site (refer to Evacuate and Communications Tree below) within the District. When the nearby site cannot be reached, shelter should be sought at the next nearby site.

### **Designated Groups:**

All sites are grouped according to the site closest to them. Staff and students should attempt to follow their designated Communication Tree pattern when seeking safe shelter:

Group A (RED)-Delores Huerta/Cesar Chavez Professional Development Center(PDC), Casey Elementary, Henry Elementary, Bemis Elementary, Myers Elementary, Frisbie Middle School, Morgan Elementary and Dunn Elementary.

Group B (GREEN)- Eisenhower High School, Preston Elementary, Kazalunas Education Center, Kolb Middle School, Hughbanks Elementary, Trapp Elementary, Carter High School, Kucera Middle School, Fitzgerald Elementary and Kordyak Elementary.

Group C (BLUE)-Rialto Middle School, Werner Elementary and Dollahan Elementary.

Group D (YELLOW)-Boyd Elementary, Rialto High School, Kelley Elementary, Jehue Middle School, Garcia Elementary and Morris Elementary.

Group E (PURPLE)-Curtis Elementary, Milor High School and Simpson Elementary.

### **When Being Evacuated by Transit**

Numerous factors contribute to the relocation of staff and students. These include: how far persons must be relocated to, what type of transportation will be used, how many persons are being evacuated and the site's ability to sustain the number of persons being relocated.

Whenever possible, District school buses or other transit vehicles should be utilized. In certain situations alternate sources of transportation may be the only resource.

The designated relocation site and the decision to relocate may be made by the Superintendent, Site Administrator, Chief of Safety or their designee. In most cases the decision is made in a Unified Command or collaborative effort.

#### **When Evacuating To Indoors Locations**

Consider the critical density of area around a human body (1.5 square feet per person). Overcrowding or restricted movement can cause panic. Persons may feel confined and could force a stampede effect.

#### **Standard Guidelines**

During an evacuation:

If time and conditions permit, secure your workplace and take with you important personal items such as car keys, purse, medication, glasses.

Provide assistance to students and staff.

Check doors for heat before opening. Do not open the door if it's hot.

Walk, do not run. Don't push or crowd.

Keep noise to a minimum so everyone can hear emergency instructions.

Use handrails in stairwells; stay to the right.

Assist people with disabilities.

Move to your assembly location unless otherwise instructed.

### **If relocating outside the building:**

Move quickly away from the building.

Watch for falling glass and other debris.

Keep roadways and walkways clear for emergency vehicles.

If you have relocated away from the building, do not return until notified by emergency personnel that it is safe to do so.

Whenever the fire alarms/strobes are activated, occupants must evacuate the building and reassemble at designated assembly locations. Occupants on floors above the ground floor must use emergency exit stairwells to leave the building. Do not use elevators!

For certain emergencies such as a bomb threat or a natural gas leak, the fire alarms/strobes may not be activated. Instead, staff shall move through the building and order the occupants to evacuate verbally.

#### Access and Functional Needs

Staff should familiarize themselves with these procedures in order to assist in planning for the evacuation of people with physical and sensory disabilities.

In all emergencies, after an evacuation has been ordered:

Evacuation of people with disabilities will be given high priority in all emergencies and will be evacuated if possible. Evacuating a disabled or injured person by only one person with no assistance is a last resort.

Attempt a rescue evacuation ONLY if you have had rescue training.

Check on people with special needs during an evacuation, determine if they have established a “buddy system,” and ensure their safe evacuation.

Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how he or she can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.

If the situation is life threatening, call 9-1-1.

Do NOT use elevators, unless authorized to do so by first responder personnel. Elevators could fail during a fire, earthquake or flood.

#### Wheelchairs, Crutches, Canes or Walkers

In emergency evacuations, these individuals should be treated as if they were injured. Have the individual sit on a sturdy chair, preferably a chair with arms, and follow the procedure for non-ambulatory persons discussed below.

Non-Ambulatory persons:

Evacuation may not be necessary or advisable. If immediate evacuation is necessary, be aware of the following considerations

Wheelchairs have movable parts; some are not designed to withstand stress or lifting.

You may need to remove the chair batteries; life-support equipment may be attached.

In a life-threatening emergency, it may be necessary to remove an individual from their wheelchair. Use caution, as lifting persons with restricted mobility, may cause them bodily harm or injury.

Wheelchairs should not be used to descend stairwells. Use an emergency evacuation chair.

Non-ambulatory persons may have respiratory complications. Take them to a location away from smoke or fumes. Ask them if they have any needs or preferences.

Check the evacuation routes for obstructions before assisting the person to the exit.

Delegate other volunteers to collect the wheelchair.

Return the person to their wheelchair as soon as it is safe to do so.

#### Providing Assistance

Always consult with people in the wheelchairs, asking them how you might assist them; i.e.,

The number of people they require for assistance.

Methods to remove them from the wheelchair.

Taking precautions for pain, catheters, catheter-bags, limb-plasticity, braces, etc.

Whether to carry them face-forward or -backward down a flight of stairs.

Whether a seat cushion or pad shall be brought along, should the wheelchair be left behind?

In lieu of a wheelchair, ask if they prefer a stretcher, cushioned- or padded-chair, or car seat.

Whether paramedic assistance is required.

#### Two Story Buildings and Facilities

Do not use elevators.

Consult with individuals in the wheelchair; ask how you can assist them.

Health Aide, classroom teacher or other designated person should assist with the physical evacuation of the student(s) from the 2nd floors.

Make use of an Emergency Evacuation Chair, or other assistive device that may be located in the classroom, stairwell or other designated location.

Do not use the student(s) wheelchair to go down the stairs. They are not made for this movement.

When applicable, other staff may be needed to assist in this evacuation process.

A designated person may verify the route is accessible,

That the disabled person(s) have received assistance and

The status of the evacuation progress.

Identifying locations of disabled person(s) (room numbers and buildings).

Identify a secondary route in the event a primary route is inaccessible.

Ensuring that individuals designated are familiar with the plan.

### **Visually Impaired**

Most visually impaired persons shall be familiar with their immediate work area. In an emergency situation, describe the nature of the emergency and offer to act as a "sighted guide." Offer your elbow and escort them to a safe place. As you walk, describe where you are and advise them of any obstacles. When you have reached safety, orient the person as to where you are and ask if any further assistance is needed.

### **Hearing Impaired**

Because persons with impaired hearing may not hear emergency alarms, alternative warning techniques are required. Two methods are:

Write a note describing the emergency and nearest evacuation route, "Fire. Go out the rear door, to the right, and down. Now!"

Turn the light switch off and on to get their attention, then indicate with gestures what is happening and what to do.

### **When Evacuating During Passing Periods or Lunch Breaks**

Anytime students are not in an assigned classroom or in an assigned designated area accountability can be challenging. Students may be confused about where to align themselves. This process can be time consuming and disorderly.

#### **Elementary Schools**

When an on-site evacuation begins staff shall:

Noon Duty Aides or other designated Multi-Purpose Room staff shall encourage all student(s) to move to the designated assembly area according to evacuation maps.

Once in those designated areas Noon Duty Aides or other designated staff shall attempt to reunify student(s) with their assigned teacher to be accounted for.

Designated staff shall ensure that a teacher or staff member is present to maintain the student(s) accountability at the assembly area from which the students will be returning.

Designated staff shall be provided a class roster for the classroom they are assuming accountability for.

Designated staff shall attempt to locate those student(s) that are not accounted for. The utilization of bullhorns or other announcement mechanisms may be necessary.

If student(s) still cannot be accounted for then that necessary information shall be relayed to the Planning Section-Student Staging area leader.

#### **Secondary Schools**

When an on-site evacuation begins staff shall:

Encourage student(s) to return to the last class and teacher they were assigned to.

Assist student(s) with locating their classroom(s) designated area according to evacuation maps.

Designated staff shall ensure that a teacher or staff member is present to maintain the student(s) accountability at the assembly area from which the students will be returning.

Designated staff shall be provided a class roster for the classroom they are assuming accountability for.

Designated staff shall attempt to locate those student(s) that are not accounted for. The utilization of bullhorns or other announcement mechanisms may be necessary.

If student(s) still cannot be accounted for then that necessary information shall be relayed to the Planning Section-Student Staging area leader.

### **Shelter-In-Place**

Sheltering-in-Place protection is used when evacuating people would cause greater risk than having them stay where they are or when an evacuation cannot be performed. People inside a building should remain inside until the danger passes. It is vital to maintain communication with competent person(s) inside a building and advise them as conditions change. If applicable, warn people who are Sheltering-in-Place to stay far away from windows because of the danger from glass and projected metal fragments in a fire, explosion or other hazardous situation.

### **Toxic Vapor clouds**

Material may be deflected by a multistory building and may pass by without affecting the occupants.

When directing people inside a building to close all doors and windows and shut off all heating, ventilating, and cooling systems.

Sheltering-in-place protection may not be the best option if:

Vapors are flammable

It will take a long time for the gas to clear the area, or

The buildings cannot be closed tight

Vehicles can offer some protection for a short period of time. If windows are closed and the ventilating systems are shut off.

Vehicles are not as effective as a building for a place of protection.

### **Medical Attention**

Upon arriving on to a scene of a medical emergency, Staff should conduct a scene assessment to determine if the scene is safe to enter. Persons who are injured or have special needs can sometimes have challenges communicating. Consideration should always be given to circumstances when attempting to establish consent or communications with said persons.

Staff should conduct or provide assistance with the following:

Make contact with the sick or injured person. If the person is alert and conscious, ask for permission prior to rendering First Aid.

If the person is unconscious or in an altered state immediately call 911 and notify a supervisor.

Remain calm – provide comfort to the sick or injured person.

Provide name, location and type of emergency to dispatch.

Stay on the phone and listen for instructions.

Provide First Aid.

In some cases excessive bleeding can be controlled with direct and firm pressure.

Follow the Directions from Emergency Personnel.

Move the victim only if danger is imminent.

Designate someone to meet first responders.

### **Automated External Defibrillator (AED)**

All school sites and support facilities are equipped with Automated External Defibrillators (AED). The AEDs are designed for ease of use. Each has written instruction and has an audio instruction capability.

The Automated External Defibrillators is stored in a hard case box and identified with the words Automated External Defibrillators

### **Suicide Prevention**

Rialto Unified School District: Administrative Regulation 5141.52

#### **Staff Development**

Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging successful practices.

At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Additionally, staff development shall include research and information related to the following topics:

The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning

Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors

Identification of students who may be at risk of suicide, including, but not limited to, warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

Instructional strategies for teaching the suicide prevention curriculum, promoting mental and emotional health, reducing the stigma associated with mental illness, and using safe and effective messaging about suicide

The importance of early prevention and intervention in reducing the risk of suicide

School and community resources and services, including resources and services that meet the specific needs of high-risk groups

Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed

District procedures for responding after suicide has occurred

Common misconceptions about suicide

The District may provide additional professional development in suicide risk assessment and crisis intervention to District mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

#### Instruction

The District's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated in the health education curriculum in an age and developmentally appropriate manner and shall be designed to help students such as the following:

Identify and analyze warning signs and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as feelings of depression, loss, isolation, inadequacy, and anxiety, can lead to thoughts of suicide

Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem

Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

Identify trusted adults; school resources, including the District's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help

Develop help-seeking strategies and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

Recognize that early prevention and intervention can drastically reduce the risk of suicide

The Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

#### Student Identification Cards

Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

## Intervention

The Superintendent or designee shall provide the name, title, and contact information of the members of the District and/or school crisis intervention team(s) to students, staff, families, and caregivers and on school and District websites. Such notifications shall identify the mental health professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

Students shall be encouraged to notify a teacher, principal, counselor, designated reporter, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal, school counselor, or designated reporter, who shall implement District intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, discussed, or referred to with third parties, the counselor may report to the principal or student's family when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, or other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3. (Education Code 49602)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions: Immediately securing medical treatment and/or mental health services as necessary

Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened

Keeping the student under continuous adult supervision and providing comfort to the student until the family and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

Removing other students from the immediate area as soon as possible

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The Superintendent or designee shall follow up with the family and student in a timely manner to provide referrals to appropriate services as needed (See Exhibit A). If the family does not access treatment for the student, the Superintendent or designee may meet with the family to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the family and, if appropriate, with the student to discuss re-entry and appropriate steps to ensure the student's readiness for return to school and determine the need for ongoing support.

## Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's family to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the family regarding facts that may be divulged to other students, families, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, families, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how to best discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the District-designated spokesperson who shall not divulge confidential information. The District's response shall not sensationalize suicide and shall focus on the District's postvention plan and available resources.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

#### Resources

Arrowhead Regional Medical Center-Behavioral Health Unit (adults only)

400 N. Pepper Ave.

Colton, CA. 92324

(909) 580-2814 (psychiatric unit)

(909) 580-1800 (hospital)

Canyon Ridge Psychiatric Hospital (13yrs and older)

5353 G St.

Chino, CA 91710

(909) 590-3700

Community Crisis Response Team (mobile response)

(909) 421-9233 (Daily 7am to 10pm)

(909) 402-0560 pager

Crisis Text Line

Text "Home" to 741741

Crisis Stabilization Unit (CSU)-24 hours a day, adults and youth

Windsor Center

1481 N. Windsor Dr.

San Bernardino, CA. 92404

(909) 361-6470

Merrill Center

14677 Merrill Ave.

Fontana, CA. 92335

(951) 643-2340

National Suicide Prevention Lifeline 1-800-273 TALK (8255)

Text HOME to 741741

[www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

SB 211 Community Resources Dial 211

Trevor Life Line

1-866-488-7386

[www.thetrevorproject.org](http://www.thetrevorproject.org)

Valley Star Family Resource Center 1585 S. D St. #101

San Bernardino, CA. 92408

(909) 388-2222

#### **Unlawful Demonstration or Walkout**

CIVIL DISTURBANCE

The greatest concern in the event of a civil disturbance is the potential impact on the safety of students and staff. Should a riot or other civil disturbance develop in the community, or on or near the campus, Staff will make every effort to minimize the impact. Staff will collect information regarding the severity of the problem, continue to monitor the situation as events unfold, and inform administration and/or designee. This effort will continue until the disturbance has been resolved.

#### General guidelines for civil disturbances

- Avoid the area of disturbance
- Avoid provoking or obstructing the demonstrators
- Stay away from glass doors or windows. If a person is being disruptive, the offending person(s) should be requested to leave. If they refuse, call the police at 911
- If you are instructed to evacuate, and it is safe to do so, secure your work area, log off computers, and secure sensitive files
- If a riot or other civil disturbance develops in the immediate vicinity of the campus or encroaches onto District Property
- If it is safe to do so, leave your building and the vicinity of where the disturbance is occurring
- If Administration or designee directs staff and students to remain indoors then persons should Shelter in Place.
- Do not attempt to confront or talk with the individuals causing the disturbance. Safety and local police personnel will handle any interaction with the individuals involved.

If a civil disturbance develops within the community, but is not in the immediate vicinity of District Property

The Safety Department or designee will contact the District Office and the Administrator/ Designee for each school site and provide them with relevant information as it becomes available. Information will include the areas affected, road closures, and the severity of the situation. The DEOC will continue updates, as appropriate.

If you are told that a disturbance has escalated and safety has become an issue, students, and staff may have to evacuate the campus

Follow the instructions given to you by your site Administrator or Designee

Do not spread rumors

#### FIRST AMENDMENT FREEDOMS

Speech: The First Amendment provides people the right to speak freely without government interference.

Press: The First Amendment gives the press the right to publish news, information and opinions without government interference. This also means people have the right to publish their own newspapers, newsletters, magazines, etc.

Religion: The First Amendment prohibits the government from establishing a religion and protects each person's right to practice (or not practice) any faith without government interference.

Petition: The First Amendment provide people the right to appeal to the government in favor of or against policies that affect them or that they feel strongly about. This freedom includes the right to gather signatures in support of a cause and to lobby legislative bodies for or against legislation.

Assembly:

The First Amendment provide people the right to gather in public to march, protest, demonstrate, carry signs and otherwise express their views in a nonviolent way. It also means people can join and associate with groups and organizations without interference.

#### CALIFORNIA PENAL CODE SECTIONS 403-409

403. Every person who, without authority of law, willfully disturbs or breaks up any assembly or meeting that is not unlawful in its character, other than an assembly or meeting referred to in Section 302 of the Penal Code or Section 18340 of the Elections Code, is guilty of a misdemeanor.

404. (a) Any use of force or violence, disturbing the public peace, or any threat to use force or violence, if accompanied by immediate power of execution, by two or more persons acting together, and without authority of law, is a riot.

(b) As used in this section, disturbing the public peace may occur in any place of confinement. Place of confinement means any state prison, county jail, industrial farm, or road camp, or any city jail, industrial farm, or road camp, or any juvenile hall, juvenile camp, juvenile ranch or juvenile forestry camp.

404.6. (a) Every person who with the intent to cause a riot does an act or engages in conduct that urges a riot, or urges others to commit acts of force or violence, or the burning or destroying of property, and at a time and place and under circumstances that produce a clear and present and immediate danger of acts of force or violence or the burning or destroying of property, is guilty of incitement to riot.

(b) Incitement to riot is punishable by a fine not exceeding one thousand dollars (\$1,000), or by imprisonment in a county jail not exceeding one year, or by both that fine and imprisonment.

(c) Every person who incites any riot in the state prison or a county jail that results in serious bodily injury, shall be punished by either imprisonment in a county jail for not more than one year, or imprisonment pursuant to subdivision (h) of Section 1170.

(d) The existence of any fact that would bring a person under subdivision (c) shall be alleged in the complaint, information, or indictment and either admitted by the defendant in open court, or found to be true by the jury trying the issue of guilt, by the court where guilt is established by a plea of guilty or nolo contendere, or by trial by the court sitting without a jury.

405. Every person who participates in any riot is punishable by a fine not exceeding one thousand dollars, or by imprisonment in a county jail not exceeding one year, or by both such fine and imprisonment.

405 (a) The taking by means of a riot of any person from the lawful custody of any peace officer is a lynching.

405 (b) Every person who participates in any lynching is punishable by imprisonment pursuant to subdivision (h) of Section 1170 for two, three or four years.

406 Whenever two or more persons, assembled and acting together, make any attempt or advance toward the commission of an act which would be a riot if actually committed, such assembly is a route.

407 Whenever two or more persons assemble together to do an unlawful act, or do a lawful act in a violent, boisterous, or tumultuous manner, such assembly is an unlawful assembly.

408 Every person who participates in any rout or unlawful assembly is guilty of a misdemeanor.

409 Every person remaining present at the place of any riot, rout, or unlawful assembly, after the same has been lawfully warned to disperse, except public officers and persons assisting them in attempting to disperse the same, is guilty of a misdemeanor.

#### CALIFORNIA EDUCATION CODE

7054 (a) No school district or community college district funds, services, supplies, or equipment shall be used for the purpose of urging the support or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the governing board of the district.

(b) Nothing in this section shall prohibit the use of any of the public resources described in subdivision (a) to provide information to the public about the possible effects of any bond issue or other ballot measure if both of the following conditions are met:

(1) The informational activities are otherwise authorized by the Constitution or laws of this state.

(2) The information provided constitutes a fair and impartial presentation of relevant facts to aid the electorate in reaching an informed judgment regarding the bond issue or ballot measure.

(c) A violation of this section shall be a misdemeanor or felony punishable by imprisonment in a county jail not exceeding one year or by a fine not exceeding one thousand dollars (\$1,000), or by both, or imprisonment pursuant to subdivision (h) of Section 1170 of the Penal Code for 16 months, or two or three years.

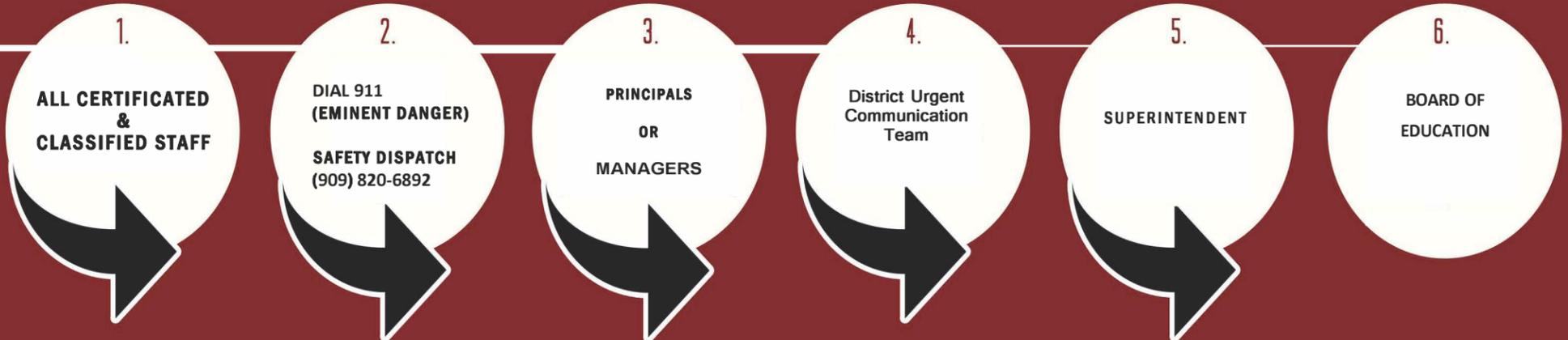
## Emergency Evacuation Map

# CRITICAL INCIDENT RESPONSE PLAN

SAFETY DISPATCH (909) 820-6892 (24 Hours)

DIAL 911 FOR LIFE-THREATENING INCIDENTS

## CRISIS COMMUNICATIONS FLOW CHART



### ACTIVE SHOOTER VIOLENT INTRUDER

Call 911

**RUN:** Quickly & safely get away from area

**HIDE:** Get into a building, lock & barricade doors, shut off lights, silence cell phone

**PREPARE TO DEFEND:** Be ready to protect & defend yourself using any item available

**REMAIN IN PLACE:** Wait for all clear from authorities before evacuating your area

### EARTH QUAKE

Drop, Cover, and Hold...

Under a table or desk or against an interior wall until shaking stops  
(Do Not Stand in Doorway)

After shaking stops, check yourself and others for injuries

Evacuate if directed by Emergency Personnel and/or authorized District staff

### BOMB THREAT



If you receive a Bomb Threat:

- Stay calm
- Pay close attention
- Obtain vital information

Call 911 and provide them with your information.

Very important: If you are told by emergency responders to evacuate the building, follow your site evacuation procedures.

- Check your work area for unfamiliar items. Do not touch suspicious items; report them to authorities
- Take personal belongings when you leave.
- Leave doors and windows open; do not turn light switches on or off.
- Use stairs only; do not use elevators
- Move far away from the building and follow instructions of emergency responders

### MEDICAL EMERGENCY



### FIRE/EVACUATION



- Call 911
- Activate nearest fire alarm
- Proceed to nearest exit
- Use stairs, not elevators
- Assist persons with disabilities
- Meet at designated assembly area
- Account for individuals
- Re-enter area only when authorized by emergency personnel

Fire Extinguisher Instructions  
P - Pull safety pin from handle  
A - Aim nozzle at base of fire  
S - Squeeze the trigger handle  
S - Sweep from side to side

- Call 911 and/or Safety Control Dispatch (909) 820-6892
- Remain Calm - provide comfort to the sick or injured person
- Provide name, location & type of emergency
- Stay on the phone for instructions
- Provide First Aid if you are certified
- Follow the Directions from Emergency Personnel
- Move victim only if danger is imminent
- Designate someone to meet first responders

### SUICIDE THREAT OR ATTEMPT

**WHAT:** When a person makes verbal or physical gesture to inflict self-harm, follow the recommendations below.

If threat is imminent, do not delay, call 911

#### ACTIONS TO TAKE

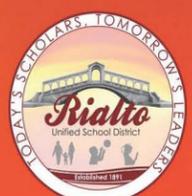
1. Make every effort to clear others from the area.
2. Remain Calm & Listen attentively
3. Get individual to talk (remember vital information)
4. Stay with the individual
5. Notify staff resources for assistance (i.e., principal, counselor, nurse, crisis team)



### CHEMICAL/HAZARDOUS SPILL

Call 911 Give a description of the type of chemical, size, possible exposures

- Evacuate the area and/or building
- Wait for all clear indication from emergency personnel
- Call Risk Management at (909) 820-7700 ext. 2110



# DISTRITO ESCOLAR UNIFICADO DE RIALTO

## PLAN DE RESPUESTA A INCIDENTE CRÍTICO

CENTRAL DE CONTROL DE SEGURIDAD (909) 820-6892

**AVISO: 911 (PELIGRO INMINENTE) LLAMADAS DE VIDA O MUERTE SUSTITUYEN EL DIAGRAMA DE COMUNICACIONES DE CRISIS**

### DIAGRAMA DEL FLUJO DE COMUNICACIONES DE CRISIS



#### TIRADOR ACTIVO INTRUSO VIOLENTO

Llamar al 911

**CORRER:** rápida y seguramente alejarse del área

**ESCONDERSE:** entrar en un edificio, cerrar con llave y levantar barricadas en las puertas, apagar las luces, silenciar el teléfono celular

**PREPARARSE PARA DEFENDERSE:** estar listo para protegerse y defenderse usando cualquier cosa disponible  
**PERMANECER EN EL LUGAR:** esperar por el aviso de que pasó el peligro de las autoridades antes de evacuar el área

#### FIRE/EVACUATION



- Llamar al 911
- Activar la alarma más cercana
- Proceder a la salida más cercana
- Usar escaleras, no elevadores
- Ayudar a personas discapacitadas
- Reunirse en el área designada
- Contar a los individuos
- Reentrar en el área solo cuando autorizado por el personal de emergencia

Instrucciones del extintor de incendio  
P - Jalar el anillo de seguridad del mango  
A - Apuntar manguera a la base del fuego  
S - Apretar la palanca  
S - Mover manguera de un lado al otro

#### TERREMOTO

Agacharse, Cubrirse, Agarrarse

Debajo de una mesa o escritorio o contra una pared interior hasta que pasen los temblores

(No quedarse de pie en las entradas)

Después que paren los temblores, revisarse y otros por lesiones

Evacuar si le lo manda el personal de emergencia o personal del distrito autorizado

#### EMERGENCIA MÉDICA



- Llamar al 911 o Central de Seguridad (909) 820-6892
- Conservar la calma - confortar a la persona enferma o lesionada
- Proveer nombre, lugar y tipo de emergencia
- Mantenerse en el teléfono para instrucciones
- Proveer primeros auxilios si es certificado
- Seguir las direcciones del personal de emergencia
- Mover a la víctima solo si hay peligro inminente
- Designar a alguien para encontrarse con los socorristas

#### AMENAZA DE BOMBA



Si recibe una amenaza de bomba:

- Conservar la calma
- Estar muy alerta
- Obtener información vital

Llamar al 911 y proveer la información

Muy importante: si le dicen los de emergencia que hay que evacuar el edificio, seguir el procedimiento de evacuación del plantel

- Chequear su área de trabajo por objetos desconocidos. No tocar objetos sospechosos; reportarlos a la autoridad
- Llevarse todas sus pertenencias personales al salir
- Dejar puertas y ventanas abiertas; no apagar ni encender las luces
- Usar solamente las escaleras; no usar elevadores
- Alejarse del edificio y seguir las instrucciones de los socorristas

#### AMENAZA DE SUICIDIO O INTENTO

QUÉ: cuando una persona actúa o idea lesionarse a sí misma, seguir las recomendaciones que siguen

Si la amenaza es inminente, no demorarse llamar al 911

##### ACCIONES A TOMAR

1. Hacer todo el esfuerzo para despejar a otros del área
2. Conservar la calma y escuchar atentamente.
3. Hacer que el individuo hable (recordar información vital)
4. Permanecer con el individuo
5. Notificar al personal para recursos y ayuda (eje., director, consejero, enfermera, equipo de crisis)



#### DERRAME DE SUSTANCIAS QUÍMICAS/PELIGROSAS

Llamar al 911 dar una descripción del tipo de sustancia química, tamaño, posible contacto

- Evacuar el área o el edificio
- Esperar por la indicación que pasó el peligro del personal de emergencia
- Llamar a Prevención de Riesgos al (909) 820-7700 ex. 2110

