

Comprehensive School Safety Plan SB 187 Compliance Document

2023-24 School Year

School: Columbia Elementary School
CDS Code: 19644776106421
District: Eastside Union Elementary School District
Address: 2640 East Avenue J-4
 Lancaster, CA 93535
Date of Adoption: 1/25/2024

Approved by:

Name	Title	Signature	Date
Lisa Johnson	Principal		
Valerie Humphrey	Assistant Principal		
Denise Conde	Classified Employee		
Anthony Torres	Custodian		
Marcela Alba	Campus Safety Supervisor		
Asia Navarro	Teacher		
Jazmin Ramirez	Parent		
Sandie Galan	Parent		
Yeng Song	Teacher		
Richard Escandon	Covered Six (Armed Security)		

Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	7
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	9
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	13
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	15
(E) Sexual Harassment Policies (EC 212.6 [b]).....	16
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	19
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	20
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)	21
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	24
(J) Hate Crime Reporting Procedures and Policies.....	25
(K) Opioid Prevention and Life-Saving Response Procedures	25
(L) Response Procedures for Dangerous, Violent, or Unlawful Activity.....	25
Safety Plan Review, Evaluation and Amendment Procedures	26
Safety Plan Appendices.....	27
Emergency Contact Numbers	28
Safety Plan Review, Evaluation and Amendment Procedures	29
Columbia Elementary School Incident Command System	30
Incident Command Team Responsibilities	32
Emergency Response Guidelines	33
Step One: Identify the Type of Emergency	33
Step Two: Identify the Level of Emergency.....	33
Step Three: Determine the Immediate Response Action	34
Step Four: Communicate the Appropriate Response Action	34
Types of Emergencies & Specific Procedures.....	36
Aircraft Crash	36

Animal Disturbance.....	37
Armed Assault on Campus	37
Biological or Chemical Release.....	38
Bomb Threat/ Threat Of violence	40
Bus Disaster.....	41
Disorderly Conduct	42
Earthquake	43
Explosion or Risk Of Explosion	45
Fire in Surrounding Area	46
Fire on School Grounds	46
Flooding	47
Loss or Failure Of Utilities	47
Motor Vehicle Crash	48
Pandemic	48
Psychological Trauma.....	48
Suspected Contamination of Food or Water	49
Unlawful Demonstration or Walkout.....	49
Emergency Evacuation Map.....	50

Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 1900. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Columbia Elementary School.

Safety Plan Vision

Columbia students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Columbia Elementary School Safety Committee

Lisa Johnson	Principal
Valerie Humphrey	Assistant Principal
Denise Conde	School Office Mana
Anthony Torres	Maintenance Technician
Marcela Alba	Campus Supervisor Support
Asia Navarro	Certificated Staff
Yeng Song	Certificated Staff
Jazmin Ramirez	Parent
Sandie Galan	Parent
Richard Escandon	Covered Six

Assessment of School Safety

Columbia Elementary School Safety Plan Needs Assessment:

What are the needs of school, staff and students?

Assure a Safe Physical Environment (areas of need):

- o Improve safety of school grounds
- o Improve safety of buildings/classrooms
- o Improve internal security
- o Improve exterior and/or perimeter security
- o Improve student drop off and pick up
- o Improve safety of ingress/egress routes
- o Improve safety of field/equipment
- o Prevent and reduce vandalism and graffiti
- o Prevent weapons on campus
- o Prepare student and staff for crisis emergencies

Provide each Student with Resiliency Skills (expectations, caring, and participation) by enhancing (areas of need):

- o Community service opportunities
- o Parental involvement
- o Alternative to violence
- o Good communication skills
- o Character/values education
- o Social competence
- o Problem solving skills
- o Autonomy (sense of self/identity)
- o Sense of purpose and future
- o Participation in academic activities
- o High academic self expectations

Assure a Safe, Respectful, Accepting and Emotionally Nurturing Environment by promoting (areas of need):

- o Positive structure in classroom
- o Fair and consistent discipline consequences
- o Acceptance of diversity
- o Drug-Free school
- o Character/values education
- o Parent involvement
- o Nurture positive self-esteem

- o Anger management
- o Personal and social responsibility
- o Student Support
- o Participation and collaboration of Parents/Students/Community
- o Prevention and intervention strategies
- o Anti-bullying/hazing
- o On-going staff development
- o Attendance enhancement
- o Gang suppression
- o Effective teacher/student relationships
- o Conflict resolution skills
- o Student recognition
- o Supervision of students across all settings
- o Collaboration among agencies, law enforcement

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

See following Sections A-J

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

Eastside Union S.D. Board Policy BP 5141.4 Child Abuse Reporting. The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

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

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

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

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

Responsibility for Reporting

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

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

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. I. Initial Telephone Report

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

(Penal Code 11165.9, 11166)

Los Angeles County Child Abuse Hotline

3075 Wilshire Boulevard, 5th floor

Los Angeles, CA 90010

(1-800) 540-4000

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

2. Written Report

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

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

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

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

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

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Release of Child to Peace Officer

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

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

Disaster Plan (See Appendix C-F)

Emergency Evacuation: Principal's checklist:

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system, Activate Catapult Messaging System and send Aeries Communication to all stakeholders
- Telephone emergency service personnel:
 - 911
 - Covered 6
 - Lancaster Deputy Office
 - Superintendent's office
 - Utilities

Activate key personnel to :

- Attend to the injured.
- Assure complete evacuation and student/staff are accounted for.
- Ensure special needs students are evacuated accordingly.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).
- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or designee/Assistant Superintendents approval for school closure if damage cannot be immediately restored or repaired.
- If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

Emergency Evacuation: (Employees checklist)

- Upon emergency alert, secure work area as advised and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- If dismissed, inform Principal of departure.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal.

Emergency Evacuation: (Teachers checklist)

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room as advised.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.

- If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Principal.
- Debrief students to calm fears about the evacuation.

Incident Commander (IC) Structure Definitions:

IC & Public Information Officer -

Principal or Site Manager - Reports to District Site Liaison Coordinator through Leadership Academy Director. Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Establishes communications with the District EOC via District Site Liaison Coordinator through Leadership Academy Director. Accounts for all students and staff. Assesses the situation and requests resources. Controls all internal communications. Posts and maintains status information. Refers media inquiries to the District PIO, if unavailable, prepares statement. Determines when emergency operations cease. Prepares a report to the Superintendent.

Operations Section -

Custodial/Instructional Staff, Nurses - Person in charge of Operations Section designated by Incident Commander. In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities.

Evacuation -

Assistant Principal/Staff - Responsible for evacuating building safely. Checks for safest route for students and staff to exit according to pre-planned evacuation plans.

Search & Rescue Team -

Follows an orderly and pre-established sweep pattern. Checks each classroom, office, storage area, auditorium, bathroom, outdoor area, etc. Checks each area 3 ways, visually, vocally, and physically. Reports location of victims to First Aid Team as soon as possible. Records location of victims on checklist. Looks for obvious problems (structural damage, hazardous materials spills, fires, etc.). Records nature and location of observed problems on checklist. Reports imminent danger to Operations Section Chief. Marks areas searched to avoid duplication of effort or oversight.

Initial Damage Assessment Team -

Performs initial assessment of damage to buildings and structures. Coordinates with Search & Rescue Team. Checks perimeter of school site for damage such as downed wires.

First Aid Team -

Triages victims. Administers first aid. Records information about injuries and first aid administered. Determines need for medical assistance. Assures availability of necessary first aid supplies and equipment.

Site Security Team -

Upon evacuation, secures all buildings, locks doors & gates. Cordons off areas with apparent structural damage or other danger. Stations team members at obvious school access points to direct parents, fire, rescue, police, medical personnel. Prepares to receive neighbors who wish to volunteer.

Site Safety-

Assistant Principal/staff - Responsible for making safety inspection of buildings and facilities that may have been damaged, initially and subsequently. Ensures that all responders are working in a safe environment. Makes changes to the plan as needed, with approval of the Incident Commander. Shuts off utilities (gas, electricity, water) in areas where hazards may worsen. Helps suppress or isolate fires until help arrives.

Logistics Section -

Instructional, Cafeteria, and Administrative Staff - Person in charge of Logistics Section designated by Incident Commander. Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources.

Food/Water/Supplies Team –

Assesses food preparation facilities. Assess status of supplies: check water, estimate number of students/staff, check first aid supplies, check supplies of blankets, etc. Control conservation of water/supplies. Report findings to Logistics Officer.

Transportation Team –

Assess transportation needs if students/staff need to be evacuated to an alternate site. Report findings to Logistics Officer

Student Care Team -

Determines overall extent of casualties and damage. Assesses ability of all to evacuate. Evacuates areas using assigned evacuation routes. Leads groups to assembly areas. Takes roll and reports status to Logistics Section Chief. Accounts for all. Reports missing students/staff to Logistics Section Chief. Stays with group to supervise, inform, and reassure students throughout the duration of the emergency. Relieves teachers who may have other assignments.

Communications Team -

Ensures communications equipment is operable, inventoried and ready for use in the event of a disaster. Sets up communications for command post. Takes messages as categorized by:

1) life threatened, 2) property threatened and 3) all others. Maintains communications log. Reports status to Logistics Section Officer.

Planning & Intelligence Section -

Instructional Staff - Person in charge of Planning & Intelligence Section designated by Incident Commander. Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners. Situation Status – Gathers data generated from incident, i.e. from first aid-injuries & deaths, search & rescue-missing & deaths, logistics-resources needed, initial damage assessment-damages to building & grounds. Generates information by time, situation, needs, action taken, time task was completed. Posts information on visible chart for Incident Commander to assess.

Documentation Team –

Collects logs, maintains time logs, completes after-action reports for site.

Finance & Administration Section -

Administrative, Clerical Staff - Person in charge of Finance & Administration Section designated by Incident Commander. Supervises accounting and documentation.

Cost & Records Team -

Protects school records. Collects all logs, student roll sheets, accounting data generated during the response. Compiles information necessary for reports and assessment.

Student Release Team -

Establishes reunion points at each access location. As soon as parents arrive, begins to process the release of students to their parents or other authorized guardians. Checks student identification to assure adult is authorized to take the child. Asks to see identification of person(s) wishing to take student. Obtains signature of person taking student.

(Senate Bill 323 – Adaptations for Pupils with Disabilities (applies to all schools): Effective January 1, 2024, this bill requires the disaster procedures section of each school's safety plan to include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973 in addition to the currently required adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990.)

Adaptations for Students with Disabilities

Students with an IEP/504 who need additional assistance will receive assistance from instructional aides or teachers to meet evacuation/emergency protocol requirements.

Public Agency Use of School Buildings for Emergency Shelters

AR 1330 Community Relations -

Procedures are in place to allow citizens, community groups and public agencies to utilize school facilities and grounds. Public agencies may include the American Red Cross for the use of school facilities as Mass Care or Welfare Shelters in the event of a disaster or emergency.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board believes that a positive learning environment is essential to a quality education. To achieve this goal, school personnel should exercise sound judgement to prevent or protect against behavior which leads to the disruption of learning or which threatens the safety of individuals or property. Ordinarily, suspension should be imposed only when other means of correction fail to bring about proper conduct. School personnel are encouraged to use other interventions or consequences to bring about a change in a student's behavior.

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

SUSPENSIONS

According to California Education Code 48900, grounds for suspension or expulsion include, but are not limited to, the following:

(a) Assault/Fighting

(1) Caused, attempted to cause, or threatened to cause physical injury to another person

(2) Willfully used force or violence upon the person of another, except in self-defense

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance an alcoholic beverage, or an intoxicant of any kind

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished the same to any person

(e) Committed or attempted to commit robbery or extortion

(f) caused or attempted to cause damage to school property or private property

(g) stolen or attempted to steal school property or private property

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products

(i) committed an obscene act or engaged in habitual profanity or vulgarity

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia

(l) Knowingly received stolen school property or private property

(m) Possessed an imitation firearm

(n) Committed or attempted to commit a sexual assault or committed a sexual battery

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

(q) Engaged in, or attempted to engage in, hazing

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

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

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

(Amended by Stats. 2018, Ch. 32, Sec. 49. (AB 1808) Effective June 27, 201

Other Education Code violations:

1. Committed sexual harassment (Ed. Code 48900.2)

2. Caused, attempted to cause, threatened to cause, or participated in hate violence (Ed Code 48900.3)

3. Engaged in harassment, threats, or intimidation (Ed Code 48900.4)

4. Made terroristic threats against school officials and/or school property (Ed Code 48900.7)

Students who are suspended from school may not participate in any school-sponsored activity during the period of suspension and may be excluded from any future school-sponsored activity. Students may not visit the campus during their suspension.

NOTIFICATION OF CUMULATIVE DAYS OF SUSPENSION:

Upon completion of 20 days of suspension, a meeting will be held to discuss the behavior and how future behaviors will be addressed. Notice of the 20 days will be sent to the parent.

EXPULSIONS

Expulsion is the permanent exclusion of a student from school. The authority to expel a student from school rests with the governing Board of Trustees. The principal of the school will make a recommendation to expel a student to the Board Members based on the offense.

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

Eastside Union S.D. Board Policy BP AR 4158

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079) (cf. 5125 - Student Records) (cf. 5144.1 - Suspension and Expulsion/Due process) personnel Employee Security AR 4158 (b) Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended

from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 4g201_) information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079) Notice Regarding Student offenses committed while outside School Jurisdiction when a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district security department may provide written notification to the superintendent. (welfare and institutions code g25.1) (cf. 3515.3 - District Police/Security Department) When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and institution Code 827) The principal shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and institutions Code S27) AnV court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and institutions Code 827) When a student is removed from school as a result of his/her offense, the Superintendent shall hold the courts information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and institutions Code 827)

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

Nondiscrimination/Harassment (BP 5145.3)-The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

Instruction/Information

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

The Governing Board is committed to maintaining a safe school 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, testifies, or otherwise participates in district complaint processes.

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
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

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 (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence 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.

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 the schools.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal,

whether or not the victim files a complaint. In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension. The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
(cf. 5145.6 - Parental Notifications)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

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

The California Legislature has declared that gang-related apparel is hazardous to the health and safety of the school environment. The Board recognizes that there is evidence of a gang presence in district schools that may disrupt or interfere with school activities. The Board has determined that the Superintendent or designee may establish reasonable dress code regulations prohibiting students from wearing gang-related apparel when necessary for the health and safety of the school environment.

The following gang and cult related paraphernalia is prohibited from the Eastside Union School District:

1. Gang or cult related writing, insignias, signs, symbols, and logos.
2. Gang or cult related clothing.
3. Hazing, gang, or cult group activities.
4. Any other related gang or cult activity as determined by the administration.

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

Eastside Union S.D. Board Policy BP 5142

Safety

The Governing Board recognizes the importance of providing a safe school environment in order to help ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including practices relative to school facilities and equipment, outdoor environment, educational programs and school-sponsored activities.

Staff shall be responsible for the proper supervision of students during school hours, while at school-sponsored activities and while students are using district transportation to and from school.

Monthly emergency drills are performed for students and staff to know and understand what the procedures and protocols are.

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

Component:

Health and Safety

Element:

Anti-Bullying, Cyber Bullying & Positive Behavior at School

Opportunity for Improvement:

Increase character education and bullying curriculum. Utilize Spriego and PBIS

Objectives	Action Steps	Resources	Lead Person	Evaluation
1. Staff: Introduce , identify and discuss bullying and Cyber bullying. Utilize OLWEUS anti-bullying program.	1. Use problem solving scenarios and input from all staff.	Title 1 Funds	Administration/Certificated/Staff	Plan, review, project milestones, and monthly progress monitoring
2. Students: Introduce, identify, and discuss bullying and cyber bullying in classrooms. Utilize OLWEUS anti-bullying program.	2. Create anti bullying décor in the classrooms and on campus.	Title 1 Funds	Administration/Certificated/Staff	Plan, review, project milestones, and monthly progress monitoring
3. Staff/Students: Create solutions to combat bullying.	3. Introduce PBIS to the campus i.e. all staff and students with an assembly.	Title 1 Funds	Administration/Certificated/Staff	Plan, review, project milestones, and monthly progress monitoring
4. Staff: Continuously remind staff of the importance of introducing ways to interact with each other respectfully.	4. PBIS Store where students can trade in PBIS cash for rewards and prizes.	Title 1 Funds	Administration/Certificated/Staff	Plan, review, project milestones, and monthly progress monitoring
5. Introduce Positive Behavior Intervention Systems (PBIS) to help reduce bullying and promote desired positive behaviors.	5. Continue with Columbia's PBIS roll out. Provide opportunities for PBIS team to introduce and teach positive behaviors to students. Use of SEL classroom lessons.	Title 1 Funds	Administration/Certificated/Staff	Plan, review, project milestones, and monthly progress monitoring

Component:

Physical Environment

Element:

Ingress and Egress

Opportunity for Improvement:

Plan monthly emergency drills and determine effectiveness. Morning arrival and after school procedures to promote student safety.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Prepare students and staff for crisis emergencies.	<ol style="list-style-type: none"> 1. Review the protocols for evacuations/lockdowns with students and staff. 2. Monthly evacuation drills for fire, earthquake, and/or lockdown. 3. Organize a simulated disaster drill. 4. Work with Columbia PTA and staff in order to identify and purchase emergency supplies and materials. 	Title 1 Funds	School Safety Committee, Los Angeles County Sheriff's Department, Los Angeles County Fire Department, Administration	Plan, review, project milestones, and monthly progress monitoring
Trainings are given to new staff and any others who need extra help or review of trainings.	<ol style="list-style-type: none"> 1. Identify individuals needing additional training 2. Safety team provide additional guidance to new staff within the first two weeks of employment. 3. Safety team provide additional guidance to others needing extra help as needed. 	Title 1 Funds	School Safety Committee	Plan, review, project milestones, and monthly progress monitoring
Create a safe and timely drop off method for student drop off and entry in the morning.	<ol style="list-style-type: none"> 1. Create traffic pattern that promotes two lanes with confined walking space for students and restricts vehicles to the limited two lane area when students are being dropped off. 2. Create a entry system where students enter campus with appropriate supervision from support staff until 7:50am when students enter 	Title 1 Fund	Administration/Certificated/Staff	Plan, review, project milestones, and monthly progress monitoring

	classrooms.			
Create a safe and timely pick up method for student pick up and exit in the afternoon.	1. Create traffic patterns where students will meet parents at their designated areas. 2. Create an exit system where students remain behind gates and families stay outside until unification occurs.	Title 1 Fund	Administration/Certificated/Staff	Plan, review, project milestones, and monthly progress monitoring

Component:

People and Programs

Element:

Increasing Parent Involvement

Opportunity for Improvement:

Provide opportunities for parent involvement at Columbia Elementary School

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase parent involvement.	1. Grow site Parent Teacher Association (PTA) 2. Identify and engage members for a School Site Council 3. Plan activities throughout the year where parents are able to attend and volunteer. 5. Bilingual Parent Liaison to promote parent activities 6. Hold monthly Awards Assembly	Title 1 Funds	Columbia PTA, Administration/Certificated/Staff	Plan, review, project milestones, and monthly progress monitoring.

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

Columbia Elementary School Student Conduct Code

Under California law, students will be held strictly accountable for disorderly conduct on school property and on the way to and from school, students are expected to follow the directions of school personnel while on school property, on the way to and from school, and at any school function. Students are expected to conduct themselves in a manner that will bring credit to themselves, their parents, and the school at all times. Some important tenets are the following:

1. Follow the directions of school personnel.
2. Be on time to class with appropriate materials.
3. Show respect and courtesy to adults, other students, materials, and all property, including school property.
4. Keep hands, feet, and objects to yourself.

Conduct Code Procedures

BEHAVIOR

Columbia Elementary School follows a Behavior Flow Chart which embeds Restorative Practices and Parent Communication. During the first two weeks of school, Columbia Elementary School teachers will carefully review the behavior expectations in each class and all areas of the school. Teachers will infuse their lessons on behavior expectations with the philosophy of our anti bullying program, Olweus. Serious consequences will be reserved for students who choose to disregard the rules. All rules apply to the students of Columbia Elementary School during the school day as well as during extra-curricular activities.

SELF-DISCIPLINE

One of the most important lessons schools teach is self-discipline. The concept is supported through SEL lessons and Restorative Practices and underlies the entire educational structure. Training in this area helps to develop one's self-control, character, orderliness, and efficiency. We promote the idea that our students make our school an effective place of learning, and they also learn to reflect on what they do and why they do it.

DISCIPLINE

Disciplinary measures include Counseling, Restorative Practices, Community Circles, Campus Beautification, Parent Communication, and, when necessary, Suspension and Expulsion.

DANGEROUS, VIOLENT, OR UNLAWFUL ACTIVITY (Senate Bill 671)

Procedures for assessing and responding to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school are as follows:

- Proper school personnel will be notified (administration, campus supervisors, Covered 6)
- First Responders will be notified as appropriate to the situation
- The identified individual(s) will be isolated from the masses until the threat is assessed
- Statements from victim(s), accused offender(s), and witnesses collected.
- Ed Code will be followed based on the findings of the investigation

Senate Bill 671 – Dangerous, Violent, or Unlawful Activities (applies to all schools): SB 671, effective January 1, 2024, requires all safety plans to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

(J) Hate Crime Reporting Procedures and Policies

Eastside Union S.D. Board Policy BP 51-45.9

Hate-Motivated Behavior

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

(K) Opioid Prevention and Life-Saving Response Procedures

(L) Response Procedures for Dangerous, Violent, or Unlawful Activity

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Secure perimeter

Assess the type of activity to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

1) Is the activity moving towards a medium or high level of violent action?

a. Is a SHELTER IN PLACE or LOCKDOWN necessary

b. Activate Notifications or Request Support

2) Is there evidence to suggest movement from internal to external threat assessment?

3) Is 911 necessary? Is contacting County Child Services necessary? Is the Psychiatric Emergency Team (PET) necessary to respond?

High violence potential qualifies for arrest or hospitalization. Call 911

Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

Notify police (dial 911), if the safety of students or staff is endangered. Provide the exact location and nature of the incident and school response actions.

Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.

Respond to students, staff or visitors who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow the police to do so.

Facilitate a meeting with student(s) and family to review expectations.

Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

If any students are outside, move them inside the building or away from the site of the activity. Keep students calm and quiet. Keep students away of any unsafe locations. Make sure doors are secure.

Inside the classroom, institute SHELTER IN PALCE OR LOCKDOWN, whichever is necessary. Make sure doors are secure.

Remain with students until ALL CLEAR is given.

Campus Safety Supervisors have main campus keys to the campus and will open up any available rooms for student shelter.

Communicate on radios.

Safety Plan Review, Evaluation and Amendment Procedures

Columbia Elementary School Comprehensive Safety Plan will be reviewed, evaluated and amended (if necessary) each year. The plan is also communicated to and consulted with with LA County Fire/Sheriff Department.

Pursuant to Education Code Section 35294.6[a], Eastside Elementary School District adopted this comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment was also provided during this meeting, prior to the plan's adoption.

Safety Plan Appendices

Emergency Contact Numbers

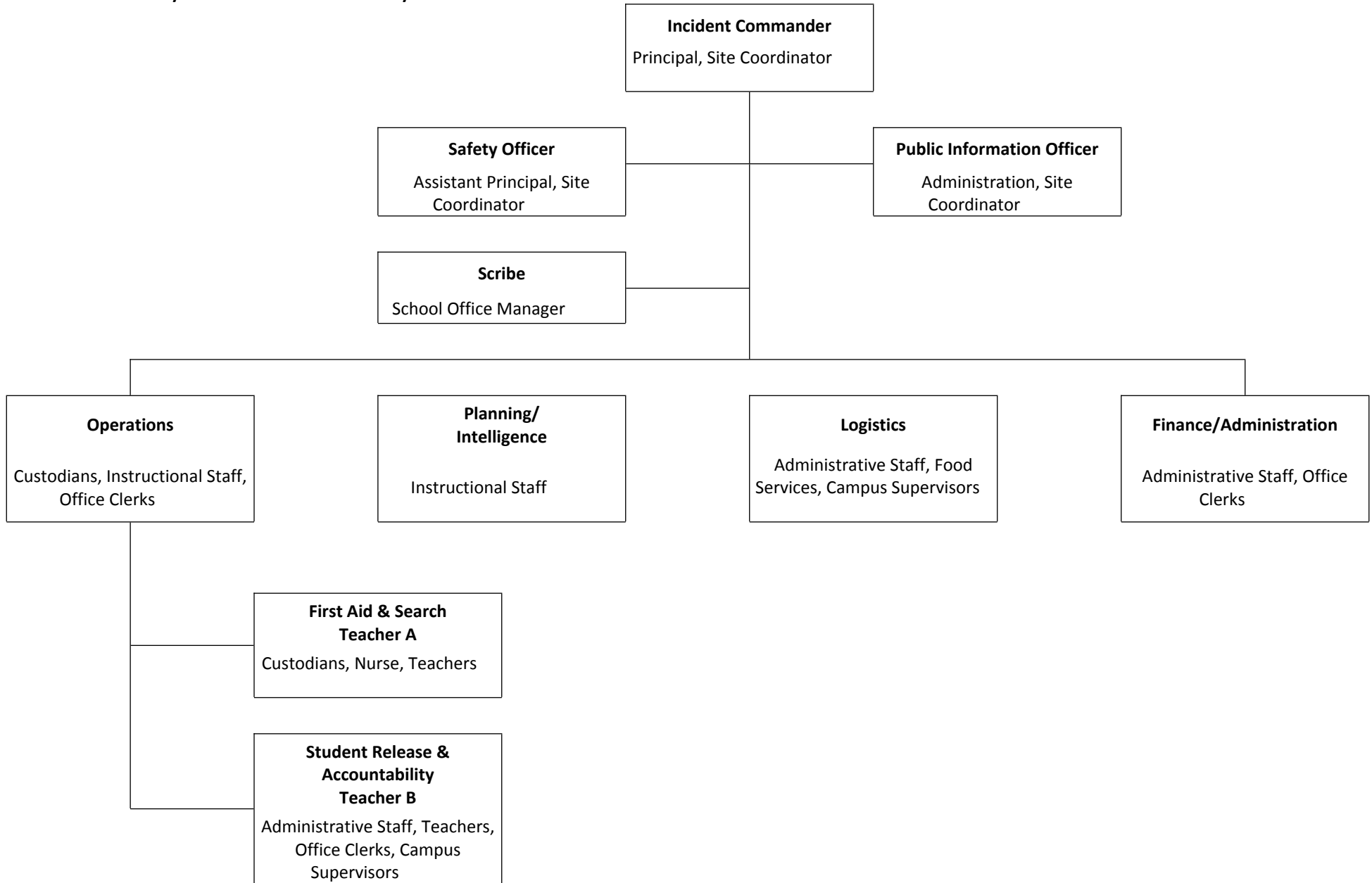
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	LASD	(661)974-7800	Covered Six (805) 660-7301
Public Utilities	Public Utilities Commission	(213)576-7000	
Local Hospitals	Antelope Valley Hospital	(661)949-5000	
School District	Superintendent	(661)952-1200 x 8214	
City Services	City Hall	(661)723-6000	
Emergency Services	Poison Control	1800-876-4766	
American National Red Cross	Red Cross	(661)267-0650	
Law Enforcement/Fire/Paramedic	LAFD	(661)940-6791	
Law Enforcement/Fire/Paramedic	Ambulance	(661)947-2173	
School District	Maintenance and Operations	(661)952-1200 x 8219	Cell 661917-5194

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Plan Meeting	8/3/2023	Review of this year Safety Plan- Principal's Office
Safety Plan Meeting	8/17/2023	Concerns/Review Campus Safety Areas- Office
School Safety Committee Meeting	10/25/2023	Review Results of Safety Drills- Office
School Safety Committee Meeting	1/15/2024	Review of Campus Safety Plan- Remote Setting
School Safety Committee Meeting	1/25/2024	Approval of Safety Plan- Conference Room
SSC Approval of Safety Plan	1/30/2024	SSC Approval of School Safety Plan- PD Room

Columbia Elementary 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: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step One:

The first response to an emergency is to determine the type of emergency that has occurred.

Columbia Emergency Procedures

Fire (Drill): When the fire alarm sounds, students and staff stay indoors until “Astronauts, (this is a drill) Evacuate to the field. Proceed with caution,” is announced over the intercom. Once the announcement is made, students and staff will exit the classrooms silently and safely to their designated areas to line up in a single file line. When you leave your room, leave the door unlocked and open! If returning to class is an option, you will hear, “Astronauts, the evacuation is released. It is safe to return to your classrooms. (Thank you for participating in the drill.)”

Earthquake (Drill): When an earthquake occurs, students and staff will “Duck, Cover and Hold” within the classroom. An announcement may be made stating, “Astronauts, (this is a drill) Shelter for the earthquake: duck, cover and hold.” Students will go under their desks and protect their neck and head while holding onto one leg of the desk. Listen for “Astronauts, if safe, evacuate to the field. Proceed with caution,” to know when it is safe to exit the buildings. Once the announcement is made, students and staff will exit the classrooms silently and safely to their designated areas to line up in a single file line. When you leave your room, leave the door unlocked and open! If returning to class is an option, you will hear, “Astronauts, the shelter is released. It is safe to return to your classrooms. (Thank you for participating in the drill.)”

Lockdown (Drill): When a lockdown is announced, all staff and students will immediately get quiet and secure their rooms. The announcement will say, “Astronauts, (this is a drill) lockdown, lights, out of sight.”

High Level Threat- On Campus Concern

Lights off, windows blocked, hide in a safe corner, and stay quiet. Nobody in, nobody out FOR ANY REASON! No outside play. Do not leave any building until you hear “Astronauts, the lockdown is released. (Thank you for participating in the drill.)”

Shelter In Place (Drill): When a shelter in place is announced, all staff and students will immediately get into their rooms. The announcement will say, “Astronauts, (this is a drill) hold! We are attending to a situation in the _____. Get inside, lock outside doors.”

Low Level Threat- Far From Campus

Teach as normal. Call the office for escort of any student that needs to leave the classroom. All doors, gates, and outside bathrooms will be locked. No outside play. Do not leave any building until you hear “Astronauts, the hold is released. (Thank you for participating in the drill.)”

Active Shooter (Drill): When a lockdown is announced, all staff and students will immediately get quiet and secure their rooms. The announcement will say, “Astronauts, (this is a drill) lockdown, lights, out of sight.” Lights off, windows blocked, hide in a safe corner, and stay quiet. Nobody in, nobody out FOR ANY REASON! Do not leave any building until you hear “Astronauts, (this is a drill) Evacuate to your designated point of exit. Proceed with hands up.” When you leave your room, leave the door unlocked and open! When it is safe to leave classrooms, have students walk in a single file and quiet line with their HANDS UP to designated spots to line up.

Step Two: Identify the Level of Emergency

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

- **Level 1 Emergency:** A minor emergency that is handled by school personnel without the assistance from outside agencies, for example but not limited to, a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of involving a potentially hazardous material.

- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

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

- Duck and Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Safe in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment.
- Lock Down: Students and staff are kept in a designated locked area with blinds closed and lights off sitting quietly until danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- All Clear: Notification is given that normal school operations should resume. Please listen for "Astronauts Stay Safe" before leaving room.

Step Four: Communicate the Appropriate Response Action

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

- Drop, Cover and Hold On: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "Drop, Cover and Hold On" until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made.
- Soft Lock Down: Safe in Place: Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice.
- Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows along with blinds, and to keep students as far away as possible from any windows until further notice.
- Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.

- Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene.

Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Principal /designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.

Notify District Superintendent, who will contact the Office of Emergency Services.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Initiate SHELTER IN PLACE, if warranted.

Initiate REVERSE EVACUATION for students and staff outside or direct them to designated area until further instructions are received.

Ensure that students and staff remain at a safe distance from the crash.

Notify District Superintendent, who will contact the Office of Emergency Services.

Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Isolate the students from the animal. Close and lock all doors as a means to isolating the animal.
If the animal is outside, keep students inside and institute a Soft Lockdown
If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
Contact the Animal Control for assistance in removing the animal.
If the animal injures anyone, seek medical assistance from the school nurse.
Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
If the animal is inside, EVACUATE students to a sheltered area away from the animal.
Notify the principal if there are any injuries.

Armed Assault on Campus

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:

- 1) Is the individual moving towards violent action?
- 2) Is there evidence to suggest movement from thought to action?

High violence potential qualifies for arrest or hospitalization.

Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

Notify police (dial 911), if the safety of students or staff is endangered. Provide the exact location and nature of the incident and school response actions.

Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.

Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.

If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow the police to do so.

Facilitate a meeting with student(s) and family to review expectations.

Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.

Inside the classroom, institute LOCKDOWN.

Remain with students until ALL CLEAR is given.

Campus Safety Supervisors have main campus keys to the campus and will open up any available rooms for student shelter.

Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin, etc.) is difficult because it usually appears after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

Notify principal.

Move students away from immediate vicinity of danger (if outside, implement REVERSE EVACUATION). (A REVERSE EVACUATION is used when conditions inside the school are safer than conditions outside. When a reverse evacuation announcement is made, students and staff are moved as quickly as possible back into the school building where student accountability and release procedures begin.)

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.

Follow standard student assembly, accounting and reporting procedures.

SITE ADMINISTRATOR ACTIONS:

Initiate SHELTER IN PLACE.

Shut off HVAC units.

Move to central location where windows and doors can be sealed with duct tape.

Call 911. Provide location and nature of the emergency and school actions taken.

Notify District Superintendent of the situation.

Turn on a battery-powered commercial radio and listen for instructions.

Complete the Biological and Chemical Release Response Checklist

Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

Notify principal or site administrator.

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.

Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.

Follow standard student assembly, accounting and reporting procedures.

Prepare a list of those who are in the affected area to provide to emergency response personnel.

SITE ADMINISTRATOR ACTIONS:

Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.

Move up-wind from the potential danger.

Call 911. Provide exact location and nature of emergency.

Designate security team to isolate and restrict access to potentially contaminated areas.

Wait for instructions from emergency responders -- Health or Fire Department.

Notify District Superintendent of the situation.

Arrange for immediate psychological counseling for students and staff.

Complete the Biological and Chemical Release Response Checklist

Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

Wash affected areas with soap and water.

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins.

Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat/ Threat Of violence

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Procedure:

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
3. The School Administration will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
9. The School Administrator will notify "911", if not previously notified will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
10. The School Administrator will notify the Superintendent of the situation.
11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal.

Bus Disaster

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

Turn off power, ignition and headlights. Use safety lights, as appropriate.
Evaluate the need for evacuation.
Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

Call 911, if warranted.
Notify principal.
Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
Move all uninjured students to a safe distance from the accident.
Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify law enforcement.
Notify parents/guardians of all students on the bus as soon as accurate information is available.
Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Disorderly Conduct

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to: disrupt school activities; cause injury to staff and/or students; and/or damage to property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School**STAFF ACTIONS:**

Report disruptive circumstances to principal/site administrator.

Avoid arguing with participant(s).

Have all students and employees leave the immediate area of disturbance.

Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.

Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the school building.

Set up a communication exchange with the students, staff and principal. Try to restore order.

If unable to calm students and subdue violent or uncontrolled behavior, notify police of situation and request assistance.

Send home a brief written description of the emergency with students for their parents/guardians, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School**STAFF ACTIONS:**

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Care for the injured, if any.

Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

SITE ADMINISTRATION ACTIONS:

Call 911.

Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.

Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

Maintain an accurate record of events, conversations and actions.

Assign staff members to assist nurse as necessary.

Earthquake

We will have a minimum of 3 earthquake drills throughout the school year. Please practice and follow safety procedures:

- . post Fire Drill information on or near the classroom door and place in substitute folder.
- . Take class list with you during the drill and take roll.
- . Walk safely and in single file when possible.
- . Close windows. Turn off lights and fans.
- . Leave classroom doors open and do not lock them.

EARTHQUAKE

A sizeable Earthquake will cause a district-wide ALARM. All employees will become part of an integral plan to ensure the safety of everyone. The following guideline begins at the district level to demonstrate how each level will respond in the event of a district-wide catastrophic event. These procedures emphasize the importance of uniform communication at all levels. Schools should plan operating on their own for at least 72 hours.

At first indication of ground movement,
ALL STAFF WILL:

1. Drop, Cover and Hold
2. The District Emergency Operations Director will determine the appropriate level of activation based on current situation and begin communication with the Site Incident Commander(s).
3. The District will initiate the Emergency Operations Center (EOC) who will:
 - a. Ensure that communication with the other sites is established.
 - b. Establish communication with the state, county, or regional Emergency Operation Centers.
 - c. Begin communication with resources to mobilize equipment and supplies.
 - d. After the situation is assessed an Incident Action Plan will be developed and management from all teams will begin.

THE PRINCIPAL OR SITE DESIGNEE WILL:

1. Following initial ground movement activate the Site Incident Command Center which will:
 - a. If able call 9-1-1 to report immediate damage.
 - b. Contact the District Emergency Operations Center to establish communication.
 - c. Begin assembling teams at the Incident Command Post.
2. Oversee all activities of organizing teams.
3. Meet with Team Leaders to establish Incident Action Plan.
4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

TEACHERS (IN THE CLASSROOM) WILL:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command (such as drop) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. If no cover is available, instruct students to crouch against an inside wall; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects; cover head with arms.
5. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous.
8. Following ground movement, check for injuries.

9. Evacuation is not automatic. Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put.
10. If evacuating wear orange or green vest to signal status of classroom; be ready to report missing, injured or extra students.
11. Plan to use alternate routes to assembly area.
12. If possible, check on safety of "buddy".
13. Do not attempt to move an injured person unless in immediate danger.
14. Do not use matches or lighters, light fires, or operate electrical switches, as there may be gas leaks.
15. When able, initiate extra duties as assigned.

TEACHERS AND STAFF (WITHIN THE BUILDING) WILL:

1. At the first indication of ground movement, DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover head and neck with arms and hands. Always position back to a window. Never face the window. Close eyes tightly.
3. HOLD onto the furniture. Furniture provides protection from falling objects.
4. Remain in DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
5. After ground movement ends, check for injuries.
6. Evacuation is not automatic. Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
7. If evacuation is determined to be safe, advance to assembly. Check for fallen trees power lines, etc. before attempting evacuation. Wear orange or green vest to signal status of classroom.
 - a. Be prepared to report missing, extra or injured students.
8. When able, initiate extra duties as assigned.

TEACHERS AND STAFF (OUTSIDE OF BUILDING):

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Lie flat, face down; close eyes tightly. Wait for aftershocks to subside before standing.
2. Do not re-enter buildings until it is determined safe.
3. Move to nearest safe assembly area.
4. When able, report students in your care.

EARTHQUAKE AFTER HOURS:

In the event an earthquake occurs during non- school hours:

1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and HazMat Team to participate in the assessment.
2. The School Administrator should confer with the Local District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.

Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.

Secure area to prevent unauthorized access until the Fire Department arrives.

Advise the District Superintendent of school status.

Notify emergency response personnel of any missing students.

Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

Determine if Student Release should be implemented. If so, notify staff, students and parents.

If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

Initiate DROP, COVER AND HOLD ON.

- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Determine if EVACUATION of school site is necessary.

Contact local fire department (call 911) to determine the correct action for your school site.

If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan.

DIRECTED TRANSPORTATION by bus

If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.

Direct inspection of premises to assure that all students and personnel have left the building.

Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location as well as send Aeries notification to all stakeholders.

Monitor radio station for information.

Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.

Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.

Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.

Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

. Post Fire Drill information on or near the classroom door and place in substitute folder.

. Wait for all clear before proceeding outside.

. Take class list with you during the drill.

. Walk safely and in single file when possible.

. Close windows

. Turn off lights

. Leave classroom door open

. Check that all students are accounted for when you reach your safe destination

. Contact administration or firefighter if a child is missing.

. Remain at least 100 feet away from the building.

. When the "All Clear" signal is given, return safely to class.

. During practice drills, every staff member needs to participate until all clear

Fire Exits

All classrooms to the playground field area on their assigned classroom number. Classroom numbers are painted on the south side of the playground blacktop. The teacher is to stand on the number, facing south. Students line up single-file on the grass facing north. Room: All areas to the back field area.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Issue STAND BY instruction. Determine if evacuation is required.

Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.

Delegate a search team to assure that all students have been evacuated.

Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.

Post a notice on the office door stating where the school has relocated and inform the District Office.

Monitor FM radio weather station KTPI 97.7 or KMIX 106.3 for flood information.

Notify District Superintendent of school status and action taken.

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.

Remain with students throughout the evacuation process.

Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.

Do not return to school building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

Notify utility company. Provide the following information:

1. Affected areas of the school site
2. Type of problem or outage
3. Expected duration of the outage, if known
 - Determine length of time service will be interrupted.
 - Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
 - If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
 - Use messengers with oral or written word as an alternate means of faculty notification.
 - Notify District Office of loss of service.
 - Implement plan to provide services without utilities or with alternate utilities.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Notify District Superintendent.

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the principal /designee and emergency response personnel.

Maintain control of the students a safe distance from the crash site.

Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

In consultation with school and community health officials, and in compliance with guidance provided by state and federal CDC, Columbia Elementary School will follow District directed protocols in regards to dealing with a pandemic.

Psychological Trauma

Crisis management at Columbia specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Local District Superintendent.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", District Office, and the Los Angeles County Health Department.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify parents of the incident, as appropriate.

Unlawful Demonstration or Walkout

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- Do not allow media into your classroom or to approach students.




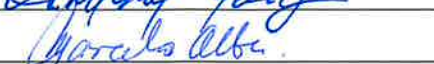






Emergency Evacuation Map

Comprehensive School Safety Plan SB 187 Compliance Document

2023-24 School Year

School: Columbia Elementary School
CDS Code: 19644776106421
District: Eastside Union Elementary School District
Address: 2640 East Avenue J-4
 Lancaster, CA 93535
Date of Adoption: 1/25/2024

Approved by:

Name	Title	Signature	Date
Lisa Johnson	Principal		1/25/24
Valerie Humphrey	Assistant Principal		1/25/24
Denise Conde	Classified Employee		1/25/2024
Anthony Torres	Custodian		1/25/24
Marcela Alba	Campus Safety Supervisor		1/25/24
Asia Navarro	Teacher		1/25/2024
Jazmin Ramirez	Parent		1/25/24
Sandie Galan	Parent		1/25/24
Yeng Song	Teacher		1-25-24
Richard Escandon	Deputy		1/25/24

J-4 Parking Lot

Columbia Elementary School

Kinder Gate

4-6th Grade Release

2nd&3rd Grade Release

1st Grade Release Gate

K Ortiz
215

Houser
216

Chapman
217

RISE
218

Song
115

Kydd
116

Rodgers
117

Douglass
118

Griggs
114

SIPPS
113

OT
112

Math
111

PD Room

Staff Lounge

Library

Office

Health Office

Administration

Bonta
101

Henry
102

Stogner
103

2nd Grade Quad

Jacobs
119

RISE
120

Psych
121

Speech
122

Counselor
123

Stage

Cafeteria/
Auditorium

Music Room
TBD

Kitchen

Allison
104

J Ortiz
105

Fitzgerald
106

RISE
219

RISE
220

Laca
221

Foster
222

Payner
223

Pendergraph
109

Quiros,Li
108

Quiros,Lo
107

Robinson
124

Jackson
125

Guzman
126

Gardner
127

Navarro
128

Tepe
131

DiDomizio
130

Gamez
129



Playground

Covered Tables

Handball

Bus Pick-Up

Handball

Exit Route

Field

