

# Comprehensive School Safety Plan SB 187 Compliance Document

2019  
School Year



**School:** Eisenhower High School  
**CDS Code:** 36-67850-3633005  
**District:** Rialto Unified School District  
**Address:** 1321 North Lilac Avenue  
Rialto, CA 92376  
**Date of Adoption:**

**Approved by:**

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## **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, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans 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 the school's main office.

### **Safety Plan Vision**

School Mission Statement

The Mission of Eisenhower High School, a legacy of excellence, is to cultivate in each Eagle the curiosity and confidence to discover their passion in order to better themselves and society through a vital system distinguish by:

A safe environment for risk taking

High expectations for all

Embracing diversity

"IKE CORE values"(Integrity, Kindness, Eagerness to Learn, Motivation, Ownership, and Being Respectful)

Relationships that cultivate a unified community

School Safety Mission

We provide a safe environment, that supports students and the opportunity for students to optimize their intellectual, social, and personal development to become productive members of a democratic society.

Vision Statement

100% Engagement, 100% of the Time, 100% I.K.E.M.O.B. Live Life with Purpose

Eisenhower High School has an enrollment of approximately 2500 pupils in grades 9-12. Pupils from this school come from families with high family mobility. The ethnic makeup of the student population is 76% Hispanic, 18% Black, 4% Caucasian and 2% other ethnic groups. Our pupils have a variety of life experiences. Some pupils have recently arrived from foreign countries while others have never left their neighborhood.

Eisenhower High School, as do all schools in today's society, faces challenges in maintaining a safe school. This Comprehensive School Safety Plan describes programs in place at our school, as well as, activities. Our School Site Council, Leadership Team, and school staff members continually seek improvements in providing a safe, orderly school environment conducive to learning.

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

### **Eisenhower High School Safety Committee**

Kristal Henriquez Pulido, ASB Director  
Monique Marquez, Athletic Director  
Angel Arratia, Program Specialist  
Lorraine Robles, Teacher  
Roxie Findsen, Teacher  
Steve Paez, ASB President  
Carlos Lopez, Senior Class President  
Irma Verde, Senior Class Vice President  
Gabriela Raygoza, Junior Class President  
Adriana Avila, Classified  
Crystal Sanchez, Classified  
Rubi Amezcua, Classified  
Griselda Montoya-Summerville, Classified  
Ana Zarate, Parent  
Darrell Jackson, Lead Security Officer  
Kyle Tapia, Security Officer  
Agnus Watson, School Resource Officer (Rialto PD)  
Gilbert Pulido, Assistant Principal  
David Davis, San Bernardino County Fire Dept.

### **Assessment of School Safety**

An assessment of school related crimes, as indicated in the number of suspensions and expulsions, shows a steady decline in the number of violations over the past six school years.

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

EHS engages students and staff in quarterly fire drills, earthquake drills, and lockdown drills which allow opportunities to practice and refine strategies that maintain and provide a high levels of safety.

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

#### **CHILD ABUSE INFORMATION**

Child abuse is legally defined as any act of omission or commission that endangers or impairs a child's physical or emotional health and development.

These acts include:

- Physical abuse and corporal punishment resulting in an injury
- Emotional abuse
- Emotional deprivation
- Physical neglect and/or inadequate supervision
- Sexual abuse and exploitation

District has implemented a mandatory Keenan Mandated Reporter training for all school employees.

The law requires certain professionals to report suspicion and/or knowledge of child abuse. Teaching and any school employee are all part of this mandate.

\*If you think the child is in immediate danger call the police.\* If the danger is not believed to be immediate, call the Child Abuse Reporting Hotline: 350-4949

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

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

#### **OBJECTIVES**

The objective of the Rialto Unified School District Disaster plan is to prepare District employees, students, and parents/guardians to react in emergency situations. The purpose is to provide a uniform plan throughout the District which minimizes injury and loss of life among students and District personnel. Protection of the students, employees, and facilities in the District is of primary importance should we suffer a major disaster.

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

The District's schools will not release students in an unsafe situation. District employees will remain with students in an unsafe situation. District employees will remain with students until they can be picked up by parents in the event of a catastrophic emergency. If parents are prevented from reaching the schools, the District will provide care and shelter until students and parents can be reunited.

Adaptations for students with disabilities:

Students with disabilities will be monitored by the classroom teacher and the paraprofessional aide. Special education classrooms will have priority in the event that search and rescue is needed.

Schools will remain open indefinitely until every child has been released or transported to an emergency center for proper care and shelter.

#### **Disaster Service Workers**

All public employees are designated as disaster service workers subject to service as may be assigned to them by their superiors or by law (govt. Code, Chapter 8, Section 3100). Should a disaster strike during school hours, NO employee will leave his/her assignment under any circumstances unless officially released by the Superintendent or her designee.

#### **EMERGENCY PROCEDURES FOR STUDENTS**

##### **IN THE EVENT OF AN EARTHQUAKE**

###### **A. INSIDE THE SCHOOL BUILDING**

1. Move away from windows or other potential hazards.
2. Duck, cover, and hold. Get under desk, table, or other shelter, or against an inside wall. If shelter moves, move with it and stay under it.
3. Assume drop and cover position and remain silent so directions can be heard above the earthquake noise.
4. Stay in drop position until shaking is over and/or until further instructions are given. Duck, cover, and hold.
5. After the initial shock and things settle down, your teacher will direct the evacuation of the classroom.
6. Classes will be taken by teachers to designated assembly areas. Everyone will remain there until re-entry to school buildings has been approved by school administration officials, or until children have been released to parents or other authorized persons.

###### **B. OUTSIDE THE SCHOOL BUILDING**

1. Get clear of all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open.



2. Duck, cover, and hold. Assume drop and cover positions until shaking is over.
3. After the earthquake, if at school, move to designated assembly area and report to your teacher. Do not re-enter school buildings unless instructed to do so.
4. After the earthquake, if on the way home, continue home. If on the way to school, continue to school.

#### RESPONSIBILITIES OF TEACHERS BEFORE EMERGENCY

1. Know, understand, and keep familiar with District and school emergency procedures and responsibilities of team members.
2. Provide instruction and practice for students on emergency procedures.
3. Have class roll or attendance list available at all times.
4. Conduct drills at least twice a year.

#### EARTHQUAKE DRILL PROCEDURES

- a. At teacher's command, students duck, cover, and hold:
  1. away from windows or other potential hazards;
  2. under desk, table or other shelter or against inside wall;
  3. drop to knees with back to windows;
  4. head down toward knees, hands clasped behind neck, arms against ears, eyes closed;
  5. Be silent so directions can be heard.
- b. Teacher monitors student's positions.
- c. Students hold drop position for 60 seconds or until danger subsides.
- d. Teacher gives directions to evacuate to pre-arranged location.
- e. Teacher takes roll sheet to assembly area and takes roll.
- f. Teachers and students remain at assembly area until directed to return to classroom.

#### FIRE DRILL PROCEDURES

1. Follow procedures d, e, f listed above
2. Instruct students on outside school building drill procedures.
3. Instruct students on student retention and release procedures.

#### RESPONSIBILITIES OF TEACHERS DURING EMERGENCY

1. Give "DROP" command during an earthquake: Duck, cover, and hold.
2. Direct the evacuation of students under supervision to outside assembly area. Take roll book and class sign.

3. Teacher will help any student that has a mobility disability
4. RSP aides, SDC aides and county aids will support student with disabilities.
5. Take roll when class regroups at the designated assembly area.
6. Report the names of any students who are missing and not accounted for.
5. Notify first aid team of injured students.
6. Remain with class group until relieved by authority of site emergency coordinator.
7. If not with class, report to site emergency coordinator for assignment, or take charge of any unsupervised students in the immediate vicinity.

#### EMERGENCY LOCATIONS

STAGING AREA (COMMAND POST): East Side of the Gym

ASSEMBLY AREA: Baseball Field

FIRST AID CENTER: South of Tennis Courts

RELEASE CENTER: Ticket Booth Near the Football Field and "S" Wing

#### STUDENT RETENTION AND RELEASE PROCEDURES

After an Emergency: School grounds will be closed and students will be kept at school sites until a parent or authorized individual can reach them.

1. Students will be retained by their teachers at designated assembly area.
  - a. Students will be kept together.
  - b. Students will not be allowed to wander away from the group.
2. Teacher will take roll periodically.
  - a. Missing students will be reported to site emergency coordinator giving last known whereabouts.
3. Students requiring first aid will be taken to the first aid area.
  - a. First aid will be administered by trained personnel.
  - b. All injuries requiring first aid will be reported to site emergency coordinator.

#### Reuniting Students and Parents After an Emergency

1. When the parents or authorized individual arrives to pick up a student, they will report to the check-in location (Ticket booth outside of the football field.)
  - a. Parents or other individuals will not be allowed into the assembly area after an emergency
2. Parent or authorized individual will give name of student to be picked up to release team member and then move to release location.

3. Students will be notified and sent to release point.
4. Parent or authorized individual will sign for student release.

#### EARTHQUAKE PROCEDURES

When a tremor occurs, teachers should:

1. Command students to "DUCK, COVER, AND HOLD." (When possible, a recording will signal duck and cover.) Assume fetal or semi-fetal (prone) position with head down toward knees, hands clasped behind neck, arms against ears, eyes closed. This should be under cover of desk, table, etc.; against an inside wall; away from or with back to windows; and away from files, shelves, or other falling objects.
2. Wait 60 seconds after tremor stops for intercom directions or evacuation bell (fire drill bell signals evacuation to the soccer field. If no bell, move in a safe and orderly manner to assembly area.
3. TEACHERS MUST LEAVE THE DOORS UNLOCKED. The Search and Rescue Team members must be able to get into the classroom to perform their duties.
4. Take roll in assembly area. Report all missing students to line leader by using appropriate form.
5. Refer injured students to first aid located at the football field. Only major injuries should be referred to first aid. Minor injuries will be treated as conditions allow.
6. Stay in assembly area. Sit students down and reinforce need for CALM and QUIET. Do not intermingle your students with other classes. Assist in monitoring other classes if necessary.
7. Release students ONLY when proper authorization is obtained from Student Release Team. No students walk home. Record all dismissed students on roll sheet.
8. Send messages (with runner) via note always. Keep note pad and pencils near Disaster Guide.

#### SPECIAL CONDITIONS

A. If a child is "pinned" or immobile:

1. Leave child and inform line leader or
2. Work out a supervision plan with colleague.

B. Aides stay with their assigned class.

C. During lunch, students will duck, cover, and hold then evacuate to the baseball field. Teachers who are at lunch should then report to the baseball field to assist and supervise students.

D. Refer all news media politely to the principal.

#### OUTLINE OF MAJOR RESPONSIBILITIES DURING EMERGENCY

PRINCIPAL:

1. Coordinate and supervise evacuation
2. Set up/operate staging area
3. Communicate with Superintendent (switch radio to EOC)

4. Activate appropriate Incident Command Post as needed
5. Communicate with media, region, and district support personnel

ASSISTANT PRINCIPALS:

1. Set up Staging Area (Command Post) for service (G. Pulido)
2. Have teacher roster list with teacher conference period (J. Cuevas)
3. Assist with coordination of evacuation from command post (G. Pulido / M. Simmons)
4. Supervise shut-off of utilities and take charge of search and rescue team (G. Pulido)
5. Assist with communication (district personnel and media) (J. Cuevas)
6. Take charge of student release team (M. Simmons)
7. Check in teacher missing person reports on the field (G. Pulido/ M. Simmons)
8. Assure safe relocation of classes in assembly area (All AP)

CUSTODIANS:

1. Turn off utilities (electricity, gas, then water) if needed
2. Lock gates
3. Take first aid duffel bag to first aid area

LINE LEADERS (teacher volunteer who is located at head of line):

1. Take roll of classes in your line; have report ready for command post
2. Check building at evacuation point for injured
3. Identify injured person and contact first aid
4. Collect missing persons sheet from all teacher in your row and take to designated counselor

TEACHERS IN CLASS

1. Take roll sheets, disaster booklet, pen/pencil, class sign, and students to baseball field
2. Take roll and supervise class
3. Apply minor first aid
4. Work with Line Leaders and colleagues to supervise students

TEACHERS ON CONFERENCE PERIOD:

1. Help evacuate the MH classrooms (K-1) and then report to the student release point (ticket booth near the football field)

TEACHERS AT LUNCH:

1. Report to the lunch area and evacuate students to the baseball fields. Remain with them and supervise until you receive further instructions from the command post.

**COUNSELORS:**

1. Report to the baseball fields and obtain missing person sheets from line leaders. Turn the missing persons' sheets in to A. Avila. Assist with student control/counseling. needs.

**LINES IN ASSEMBLE AREA**

N. Soto R, S, T

K. Edwards A, B, C

E. Jackson D, E, F

B. Wood G, H, I, J

S. Kull K, L, M, PE

J. Prentice / R. Hampton - Serve as alternated for any possible missing counselor

**CAMPUS SUPERVISOR/SECURITY:**

1. Assist with evacuation as needed, especially student control.
2. Assist Search and Rescue.
3. Report to Command Post and assist with student control at baseball fields.

**PRINCIPAL'S SECRETARY AND ACCOUNT/PROJECT CLERKS:**

1. Ring bells or announce "Duck, Cover, and Hold".
2. Announce evacuation, reset alarm.
3. Lock front door and safe.
4. Take bullhorn to the Principal at command post.
5. Report to the Principal to assist.

**NURSE AND HEALTH AIDE:**

1. Report to first aid station.
2. Establish triage.

**A.P. SECRETARIES AND CLERK TYPISTS:**

1. Assist at command post, unless otherwise assigned

**ATTENDANCE CLERKS:**

1. Take emergency card file, student schedules, pens/notebook and call slips when evacuating.

2. Report to student release point and follow release procedures.

3. Take classroom roster lists.

**INSTRUCTIONAL AIDES:**

1. Assist with supervision on the baseball field.

**CAFETERIA WORKERS:**

1. Report to the student release center.

**COMMAND POST**

**SITE EMERGENCY COORDINATION TEAM**

**PRE-EMERGENCY**

1. Pre-emergency planning and preparedness:

a. Develop evacuation route and designate assembly area and first aid station.

b. Survey staff members for special training

c. Assign personnel to emergency teams

d. Appoint alternate to assume duties in case of absence

e. Determine internal communication system

2. Annually review and update emergency plan.

3. Annually advise parents of school plan.

4. Periodically survey school for potential problems or hazards.

5. Test staff for emergency awareness.

6. Conduct drills using emergency teams.

**DURING EMERGENCY**

1. Assume overall coordination of school emergency plan and procedures.

2. Direct evacuation of school buildings using emergency alarm system.

3. Report the situation and condition of school site to district emergency coordinator.

**TEAM MEMBERS:**

Assume leadership of Command Post

(Staging Area)

Frank Camacho, Principal

J. Cuevas, Assistant Principal

G. Pulido, Assistant Principal

M. Simmons, Assistant Principal

Supervise turn off of utilities and meet Search & Rescue Team at Command Post:

G. Pulido, Assistant Principal

Take charge of Student Release Team M. Simmons, Assistant Principal/ Rubi Amezcua, Attendance Specialist

Turn off utilities Carlos Flores, Day Custodian

#### FIRST AID TEAM

#### PRE-EMERGENCY

1. Regularly inventory all first aid supplies.
2. Plan for special medical needs of students and staff.
3. Conduct first aid and medical self-help courses for students and staff.
4. Plan procedures for caring for the injured.

#### DURING EMERGENCY

1. Evacuate school building with first aid supplies.
2. Set up first aid station north of the stadium.
3. Administer first aid.
4. Supervise administration of first aid by those trained in it.
5. Organize distribution and use of first aid supplies.
6. Notify site emergency coordinator of student and staff injuries.
7. Assist local emergency services personnel with injured.

#### NAMES OF TEAM MEMBERS:

School Nurse Cecilia Gutierrez

Health Clerk Teresa Gallardo

Principal's Secretary Crystal Sanchez

A.P. Secretary Jessica Sanchez

A.P. Secretary Adriana Avila

A.P. Secretary Griselda Montoya-Summerville

Clerk Typist Lisa Haas

Budget Clerk Delynda Kobbe

ASB Accountant Clerk Alisa Peters

Security Darrell Jackson

Locker Room Attendant Samuel Eddie

Locker Room Attendant Gina Felkins

#### STUDENT RELEASE TEAM: SOUTH/EAST GATE NEAR POOL

##### PRE-EMERGENCY

1. Become familiar with school emergency plan and procedure for student release.
2. Establish procedures for evacuating essential school records during an emergency.
3. Know and understand team functions and prepare to assist teams if necessary.
4. Establish proper procedure for handling student emergency cards during an emergency.

##### DURING EMERGENCY

1. Properly respond to emergency plan and procedure.
2. Evacuate student emergency cards.
3. Set up parent check-in and student release points.
4. Record student release information.
5. Advise site emergency coordinator on release operation.

#### STUDENT RELEASE TEAM MEMBERS:

ALL ATTENDANCE STAFF

CAFETERIA WORKERS

ALL LIBRARY STAFF

REGISTRAR

ALL TEACHERS HAVING CONFERENCE PERIOD

SCHOOL RESOURCE OFFICER

SEARCH AND RESCUE TEAM

##### PRE-EMERGENCY

1. Survey school building to identify and correct non-structural hazards.



2. Maintain inventory of emergency equipment.
3. Locate and become familiar with utility shut-off procedure.
4. Locate and become familiar with water storage and proper preservation in emergency situation.
5. Instruct others on how to search for trapped people and how to rescue them.

#### DURING EMERGENCY – REPORT TO THE COMMAND POST

1. All members of the Search and Rescue team should wear safety equipment: hard hat, goggles, and gloves.
2. Make sure utilities have been checked and are shut off (G. Pulido & Carlos Flores).
3. Review missing person's sheets turned in by teachers.
4. Review assigned areas. Dispatch teams immediately to search their assigned areas for trapped or injured people (S. Sparks and W. Luster).

#### PROCEDURES FOR CONDUCTING A SEARCH:

- Team partners should stay together at all times. NEVER SEARCH ALONE.
  - Search visually, vocally, and physically.
  - Search in an orderly pattern, checking all offices, storage rooms, bathrooms, conference rooms, etc.
  - Proceed cautiously and quietly in order to hear calls for help.
  - Upon entering an area, call out and wait for an answer. Place a / (slash) on the door with duct tape, masking tape or marker and proceed with the search.
  - After the area has been searched, convert the / into an X to indicate that a search of that area has been completed.
  - Assist in the rescue of trapped/injured persons.
5. Survey school plant and report damage to site emergency coordinator at the Command Post. Determine if any buildings are unsafe to re-enter.
  6. Secure school grounds from unauthorized entry or exit.
  7. Assist at first aid station or student release point.
  8. Secure water storage from contamination.

#### NAMES OF TEAM MEMBERS:

Supervise shut off of utilities and search/rescue operations: Gilbert Pulido

Shut off utilities: Carlos Flores

Search and Rescue Leader: Angel. Arratia

- Report to Command Post

Search Team Safety Leads: SO K. Tapia(Sam 6) SO T. Rodriguez (Sam 3), Kirk Natoli

Search Teams (Remain with your class until called)

Search Team #1 Juan Escamilla, Clem Hudson, Leslie Carreon

Search Team #2 Mark Streeter, Antonio Quintero, Laura Anderson

Search Team #3 Andres Solorzano, Loraine Robles, Steve Anderson

Rescue Teams (Remain with your class until called)

Rescue Team #1 - Vince Ressa, David Flores, Eddie Samuels, Lindsey Stevenson, Luis Gonzales

Rescue Team #2 - Luis Cortez, Ray Pergler, Sammy Rodriguez, Chad Rickard, Nalik Davis

Rescue Team #3 - Joshua Sanchez, Jeremy Davis, Tyler Dole, Jessica Cheever, Kellen Quinto

COVERAGE FOR SEARCH AND RESCUE TEACHERS: PE Teacher covers Gary Djonne

LOCATION OF DISASTER STATIONS

COMMAND POST Main coordination center and radio central located east side of the gym (ticket booth).

STUDENT RELEASE Area will be designated based on safety of students and staff.

FIRST AID South of Tennis Courts

SEARCH AND RESCUE: Report to command post

UTILITIES

Electric: Electric enclosures are located in the following areas:

1. East end of the H wing,
2. East end of room B-2,
3. In front of the school between Administration building and the K wing,

WARNING: Do not switch off the main electric panel without FIRST switching off the individual wing panel switches. Arcing and severe shock may result if this procedure is not followed.

Gas: Main gas shut off is located on the west side of the multi-purpose room.

Water: The main water shut off is on the east side of campus between the Varsity and JV baseball field.

EQUIPMENT

First Aid Supplies: Storage containers

Tools/Trash Bags: Stored in storage containers.

Bull Horns: Located in each administrators office

CRITICAL INCIDENT RESPONSE PLAN

FIRE DRILLS AND EVACUATION PROCEDURE

When bells ring in short, rapid succession, it is a signal for all people on campus to listen for instructions given over the intercom system for a possible evacuation. Classes will evacuate when instructed, to the same assigned area on the baseball fields. Usually, the bells signal a fire drill.

1. Teachers must take their roll book at all times.
2. Students should take all their belongings and exit QUICKLY and QUIETLY.
3. Teachers should CLOSE their classrooms and escort the students to the assigned location on the soccer field.
4. Wait for the all-clear (one long signal) or directions from an administrator before returning to your room.

#### INTRUDER ON CAMPUS

Each school site has a code to alert staff members and students to a situation where there is potential danger, such as an intruder on campus.

1. Designated individual(s) will announce "All teachers and staff lock down all rooms immediately." The designated individual will announce an all clear when the situation is safe.
2. The campus will then begin "lock down" procedures by summoning all students to their classrooms, locking doors and securing the outside gates.
3. If a teacher assistant or office aide is in or near your classroom, they must remain with you until the situation is cleared.
4. When locking your door, do a quick check of the immediate vicinity and tell any student or staff member outside to come in.
5. Keep students calm and under control.
6. DO NOT DISMISS them or let them leave the classroom even if you hear a passing or dismissal bell.
7. Remain with your students in the class until the office staff announces an "all clear" signal that our campus is once again safe and secure.
8. Campus Security Officers: If students are outside, please escort them inside to the nearest building as promptly as possible.

Occasionally you may receive a memo from Eisenhower High administrators asking you to be alert for a specific car in the area, or describing suspects of some nature.

Teachers, administrators, security personnel and students must all work together very closely to keep our school and community a safe environment. We maintain a very close relationship with local law enforcement and will communicate any necessary information to our staff as needed.

#### BOMB THREATS

##### A. LETTERS

- DO NOT handle any more than necessary.
- Safeguard the letter and envelope as evidence (for possible fingerprints).
- Dial 911 – state the following information:
  - My name is \_\_\_\_\_.
  - My telephone number is \_\_\_\_\_.
  - I'm reporting a Bomb Threat Letter (describe briefly).
  - My location is \_\_\_\_\_.
  - DO NOT HANG UP FIRST!

##### B. PACKAGES OR PARCELS

- DO NOT touch or disturb the package in any manner.

- Dial 911 – state the following information:
- My name is \_\_\_\_\_.
- My telephone number is \_\_\_\_\_.
- I’m reporting a suspicious package (describe briefly).
- My location is \_\_\_\_\_.
- DO NOT HANG UP FIRST!

**IF A SUSPICIOUS OBJECT IS FOUND:**

- Evacuate the building.
- Walk to the designated Assembly Area(s), which should be the same as the Fire Drill Assembly Area(s).
- Account for fellow staff members.
- The principal, in consultation with appropriate personnel, will determine when it is safe to return to the building(s).

**CHARACTERISTICS OF A LETTER/PARCEL BOMB INCLUDE:**

- Parcel marked Personal, Confidential, or Special Delivery
- Poorly typed or handwritten address
- Incorrect title of person addressed
- Oil spots and/or any peculiar odor (such as almonds or machine oil)
- Excessive amounts or postage and/or wrapping materials
- No return address

**BOMB THREAT – TELEPHONE**

- Upon notification of a bomb threat, each designated staff person will make a check of obvious areas where a bomb might be hidden or look for a “suspicious package,” and report back to the Chief of Safety & Security as soon as possible.
- The principal, in consultation with the Chief, will then determine whether or not to contact Law Enforcement or the Fire Department. If an evacuation is necessary, follow normal Fire Drill Procedures and movement to the designated Assembly Area(s).
- Staff members will be responsible for searching within their own areas.

Note: If a Bomb Threat is received by telephone, you should immediately indicate to someone in close proximity to notify Law Enforcement that a telephone Bomb Threat is being received.

**BOMB SEARCH**

- Law enforcement and/or the fire department shall conduct the bomb search. School security officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.
- Except for school security officers, no staff or students shall reenter the threatened building(s) until law enforcement and/or the fire department staff advises the principal or designee or supervisor in charge that reentry is safe.

**CAMPUS UNREST**

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, etc., to the point where the principal decides that the safety of students and staff is jeopardized:

Response:

1. All staff members will assist with moving students into classrooms or off-campus. Move students to alternate areas, if necessary.
2. Inform students who refuse to report to designated areas that they are subject to suspension, expulsion and arrest.
3. Instruct all staff members to take names of all students who fail to cooperate.
4. Schools may be closed only at the direction of the Superintendent.
5. Civil Defense/Disorder:

- a. If a civil defense reaction should be required, cooperate with local civil defense procedures.
- b. The goal is that of protecting students and all school personnel from injury or harassment until proper help can be summoned and keeping property losses and damages to a minimum.

#### SUICIDE ATTEMPT ON CAMPUS

If a student or other person demonstrates any suicidal tendencies (verbal or other signs), assign the student to the school counselor and/or school psychologist immediately.

Should a student brandish a weapon, the following actions should be taken:

1. Notify the principal or other administrative staff.
2. Isolate the student, if possible, to eliminate risk to others.
3. Stay calm and await emergency personnel.
4. Always take suicide threats seriously and seek help for the student.

#### EXPLOSIONS

The sound of an explosion may be the only warning of this type of disaster. The following actions should be taken if an explosion occurs:

1. Staff with students should initiate Duck, Cover, and Hold.
2. Assess the situation and decide whether any actions (e.g., Action EVACUATE) are necessary.
3. Inform the staff of the situation as quickly and calmly as possible.
4. Take any necessary follow-up action.
5. If no apparent danger exists, staff will remain with students in the classroom of their present location.

#### GAS LEAK (EXPLOSION)

Gas leaks can be internal to the building. Natural gas rises, while propane is denser than air and accumulates in low places. Do not attempt to evaluate the probability of an explosion.

It is difficult to respond to an explosion, because explosions are sudden and unexpected. If there is sufficient time, students should drop to the floor, protecting face and neck with arms from flying debris and glass.

Maintenance and Operations evaluates gas leaks and makes repairs. If a fire department or gas company turns off the main valve, the school must pass a high-pressure test before services can continue. If the school fails to pass the test, extensive investigation and repairs may have to be made before reopening the school.

Natural gas burns and causes explosions and may poison an individual. It is asphyxiation and could cause suffocation if someone were to be exposed to it for a lengthy period of time.

If there is a leak, notify the front office and:

1. Evacuate according to the fire evacuation plan.
2. Evacuate away from the source of the gas leak. Extinguish flames in science rooms and in the kitchen as feasible.

3. Move students away from buildings and windows.
4. Evacuate students to a maximum safe distance.
5. Return to the building only after the ALL CLEAR signal is given.
6. Advise Southern California Gas Company switching center (800-227-2600), the Superintendent (820-7700, ext. 121) and the Dispatch/Control Center (820-6892) of the situation.

If the leak is minor, notify the Gas Company immediately (911).

#### ARMED ATTACKS

An armed attack directed against the school by a person or persons could occur without warning. The following actions, as appropriate, are to be carried out should such an act occur.

On School Grounds:

1. If in line of fire or area of immediate danger, teachers and students should DROP (take cover).
2. If the shooting is in an area away from the students, bring them inside and into protected areas of the school:
  - a. Lock doors and close curtains;
  - b. Direct students to be seated and provide sign-in sheets to account for each student's presence in the room;
  - c. Notify the front office of any additional occurrences;
  - d. Secure area until ALL CLEAR signal is given.

#### HOSTAGE SITUATIONS

It is possible that students and/or staff could be drawn into a hostage crisis. If your site should be faced with this crisis, your ability to act appropriately will be of extreme importance to the safety of students and personnel, as well as your own.

If an intruder (or intruders) enters a classroom or an enclosed area with a weapon and threatens to shoot or injure persons, these guidelines should be followed. Your actions during the crisis will enhance your chances of survival.

All students and staff who are on site but not in imminent danger should follow Shelter in Place procedures. Close and lock all doors, close curtains, stay away from the doors and windows, and wait quietly for further instructions.

Staff

1. Remain calm. Talk with the intruder(s) in a low-key, non-threatening, courteous manner. Obey intruder(s)' orders; do not argue with or antagonize them in any way.
2. Do not debate, argue, or discuss political issues with the intruder(s) or other hostages.
3. Keep your distance. Give the intruder(s) ample personal space. Do not block route to door.
4. Talk in a normal voice. Avoid whispering when talking to other hostages and avoid raising your voice when talking to intruder(s).
5. Do not attempt to deceive or threaten the intruder(s). Answer all questions unless your position may pose a threat to them or to their ideologies.

6. Do not buy in to the delusions of the intruder(s).
7. Avoid abrupt movements. Keep movement to a minimum and in view.
8. Locate students and yourself away from windows and doors and as far away from the intruder(s) as possible.
9. March the students quietly out the back door. Back off if this approach angers the intruder(s).
10. Inform captors of any medical conditions or special disabilities of all hostages.
11. Do not discuss possible actions to be taken by other agencies, school district, colleagues, media, or parents.
12. Be constantly alert and prepared for violence. DROP (take cover) if the intruder(s) open(s) fire.
13. STAY CALM.

NOTE: If any site becomes involved in a hostage situation, the primary concern must be the safety of the students and staff. Individuals who take hostages are frequently emotionally disturbed and the key to dealing with them is to make very attempt to avoid antagonizing them. Communication must be handled in a non-threatening, no-joking manner, always remembering that it may take very little to cause such persons to become violent. REMEMBER: TIME AND CALMNESS ARE YOUR GREATEST ALLIES!

If an individual(s) begin(s) firing a weapon on campus, the following actions will be taken:

1. In classrooms, DROP (take cover). and Shelter in Place; maintain until situation is resolved and ALL CLEAR.
2. In open areas, move students to safer areas as quickly as possible. DROP (take cover) only when there is no chance of students to reach safe areas.
3. Work in coordination with supervisors of law enforcement agencies until the situation is resolved.

#### DRIVE-BY SHOOTINGS

With the availability of weapons and the increase in gang activity, it is possible that drive-by shootings could occur at or near a school site. The immediate concern is the safety of staff and students. The locations at greatest risk are the perimeter of the school, the entrance areas due to accessibility by vehicle and the field areas.

If you suspect that shots may be fired from a passing vehicle:

1. In open areas, if shots are sounding, have students and staff should DROP (take cover), keeping as low as possible. Move only when no shots are heard.
2. If it is safe or possible, look at the vehicle and try to identify:
  - A. License plate number
  - B. Type of car
  - C. Color of car
  - D. Damage to vehicle
  - E. Occupants
  - F. Weapons

Immediately after the vehicle has gone:

1. Contact the Principal/front office, describe the situation and report the extent of injuries, if any...
2. Have students move safely and quickly to the nearest shelter (building). Lock down and DROP (take cover).
3. Do not allow the seriously injured to move. If they are ambulatory, assist them to shelter.
4. Stay with the injured until the emergency services arrive.
5. Get counselors and District Crisis Intervention Team en route.
6. When police arrive, they will direct scene. Help them as much as possible.
7. Maintain cover in all buildings until ALL CLEAR signal sounds.
8. Alert nearby schools of the incident if the potential exists for them to be affected.
9. If media arrive, they should be directed to the principal and/or media room if established. Notify security so that they can be escorted to the front office.

Remember: Students will model their emotional reaction after yours.

#### Key Terms to Know Regarding Power Outages

##### Cal-ISO Notifications

The California Independent System Operator (Cal-ISO), the nonprofit agency that controls 75 percent of the state's transmission grid and secures power supplies for most of the state's consumers, continually monitors the state's electric system. When a significant imbalance between the supply and demand for electricity occurs, Cal-ISO may issue an Alert, a Warning or a State 1, 2 or 3 Emergency. The conditions for each level of notification are:

##### Alert

Cal-ISO informs SCE that operating reserves in the day-ahead market are forecasted at less than 7%, but plans to serve all customers unless loads are significantly higher or resources are lost.

##### Warning

Cal-ISO informs SCE that operating reserves in the hour-ahead market are forecasted at less than 7%, but plans to serve all customers unless loads are significantly higher or resources are lost.

##### Emergency Stage 1

Cal-ISO informs SCE that operating reserves are less than 7% in real time or are unavoidable. Consumers are urged to reduce their use of electricity voluntarily to avoid more severe conditions.

##### Emergency Stage 2

Cal-ISO informs SCE that operating reserves are less than 5% in real time or are unavoidable. Cal-ISO can order SCE to curtail interruptible load ("voluntary interruptions"). If ordered to curtail interruptible load, SCE will implement CPUC-approved programs and tariffs in which customers have voluntarily agreed to have their service interrupted during such emergencies. These voluntary interruptions are intended to prevent more severe conditions.

##### Emergency Stage 3



Cal-ISO informs SCE that operating reserves are less than 1.5% in real time or are unavoidable. Cal-ISO can order SCE to curtail firm load (“involuntary interruptions”). If ordered to curtail firm load, SCE will implement CPUC-approved rotating outage plans in which controlled service interruptions (of about one hour) are rotated among groups of customers. These outages are intended to prevent more severe imbalance conditions, such as a total system collapse, and will be implemented until the Cal-ISO notifies SCE that the emergency has passed.

## GOVERNMENT CODES

### § 3100 Declaration; public employees as disaster service workers

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

### § 3101 Definitions

For the purpose of this chapter the term “disaster service worker” includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. The term “public employees” includes all persons employed by the state or any county, city and county, state agency or public district, excluding aliens legally employed.

## RELEASE PLAN

In the event of campus unrest that would involve a “lock-down” situation; Eisenhower High School will have in place a plan to dismiss school. This plan would separate the campus geographically and allow most efficient use of personnel. The procedure will be as follows:

- Campus will be divided into six areas, geographically, and employ four exit areas.-
- Thirty – five minutes will be allowed for dismissal with each area being dismissed in five minute intervals.
- Administrative and security personnel will be placed strategically to keep student traffic moving toward the correct area.
- The dismissal sequence will be as follows:

## EVACUATION ROUTES:

Some buildings’ routes to evacuation areas have changed due to construction. Please review the evacuation plan with all of your classes, so students know where their class report location is.

\*\*\*Please exit through the back doors to avoid the overhangs.

### BUILDINGS: A, B, C & S (SO. Tapia):

(Due to construction) Walk through areas between B & C Buildings to the front side of the R-Wing, entering through the black swing gate, to the back side of stadium to your building’s designated area.

### BUILDINGS D, E, F, G, & H (SO. Clement):

Walk through the Quad to your building’s designated area.

### BUILDINGS I, J, K, L & M, & PE (SO (Radio Call: SAM 8):

Walk eastbound, between tennis courts and cafeteria, to your building’s designated area.

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

### PROCEDURES FOR A PUBLIC AGENCY

- \* If a disaster takes place the Rialto Fire Department will contact a public agency.
- \* Public agency will determine what site will be beneficial to the public agency and those they are trying to help.
- \* The Public agency will contact the local school site to verify if the school site will be available.
- \* Eisenhower will determine if the public agency will be able to use the campus.
- \* The gym will be used as an inside facility
- \* The softball field (located across the street of administration) will be used as an outside facility
- \* The district has an agreement with the American Red Cross which states:  
"The Rialto Unified School District agrees that after meeting its responsibilities to pupils, it will permit, to the extent of its ability and upon request by the Red Cross, the use of its physical facilities by the Red Cross as mass shelters for the victims of disasters".

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

### EDUCATION CODE 48900:

A pupil shall not be suspended from school or recommended for expulsion unless the Superintendent of the District or the Principal of the School in which the pupil is enrolled determines that the pupil has:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person;
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the cause of possession of any such object the pupil had obtained written permission to possess the item from a certificated school employee which is concurred in by the principal or the designee of the principal;
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind;
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant;
- 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 including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel; however, this section does not prohibit use or possession by a pupil of his or her own prescription products;
- i) Committed an obscene act or engaged in habitual profanity or vulgarity;
- j) Had unlawful possession of or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code;
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.  
(2) Except as provided in Section 48910, this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- l) Knowingly received stolen school property or private property;
- m) Possession of an imitation firearm "Imitation firearm" means a replica of a firearm so similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code;
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or 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, negotiate to sell or sold the prescription drug, SOMA;
- q) Engaged in, or attempted to engage in, hazing;
- r) Engaged in an act of bullying,

(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 and transmission originated on or off the schoolsite, 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, 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.

(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 that act is related to 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 school activity or 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 the infliction or attempted infliction of physical injury to another person.

#### OTHER SUSPENDABLE/EXPELLABLE OFFENCES

EC 48900.2 Sexual Harassment (grades 4-12)

EC 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12)

EC 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students (grades 4-12)

EC 48900.7 Make terroristic threats against school officials or school property (terroristic threats include statements, written or oral, that threaten death, great bodily injury, or property damage in excess of \$1,000;

#### EDUCATION CODE 48915(a)

Except as provided in subdivisions (c) and (e), the principal or superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds unless the Principal or Superintendent finds that expulsion is inappropriate because of the particular circumstance:

1) Causing serious physical injury to another person except in self-defense;

2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil;

3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of Marijuana other than concentrated cannabis;

4) Robbery/extortion

#### EDUCATION CODE 48915(c) ZERO TOLERANCE

The Principal/Superintendent shall immediately suspend, pursuant to Section 48911, and shall recommend the expulsion of a pupil who she/he determines has committed any of the following acts at a school or school activity off school grounds:

1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee which is concurred in by the Principal or the designee of the Principal.

This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district;

2) Brandishing a knife at another person;

3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code

The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c)

\*\*The goal of Eisenhower HS is to change behavior and change attitudes through a variety of interventions. Suspensions are used only as a last means of correction. Eisenhower has also implemented a Positive Behavior Intervention Program system (PBIS) school wide in order to create a rapport between staff and students.

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

##### DISCLOSURE OF STUDENT DISCIPLINARY HISTORY TO TEACHERS

The Education Code requires that teaching staff be informed if any of their students have a history of committing acts of the type described in Education Code 48900 (i.e. offenses justifying suspension or expulsion). Teachers are given list of any students in their classes who have been suspended during the past three years. Information contained in this summary is confidential and provided solely for the benefit of our teachers. Teachers are also advised when a cumulative record arrives containing suspensions. Any teacher wanting further information about any of their students is instructed to see that student's assistant principal, who will review all suspension data with the teacher. Further dissemination is prohibited.

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

Eisenhower High School is committed to a work and educational environment that is free of unlawful discrimination on the basis of actual or perceived ethnic group identification, race, ancestry, national origin, religion, physical or mental disability, gender, sex, color, age or sexual orientation. Civil rights guarantees and equal access laws shall be adhered to in all educational programs or activities and personnel/employment practices.

##### RUSD ADMINISTRATIVE REGULATIONS (#5145.7)

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:

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.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

#### 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.

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.

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
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
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session
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
5. Be included in the student handbook
6. Be provided to employees and employee organizations

Policy: RIALTO UNIFIED SCHOOL DISTRICT  
adopted: September 8, 1999 Rialto, California

revised: October 11, 2006  
revised: December 30, 2009  
revised: July 25, 2012

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

In accordance with Education Code Section 85291.5, the administration at Eisenhower High School has adopted the following Dress Code Policy with the intent that students must be dressed and groomed in an appropriate manner that will not interfere with or distract from the educational environment. The school administration will have final say in any controversial dress code situations.

The administration has a responsibility to adopt rules and procedures (Education Code, Section 85291.5) so that the school and students are free from the threats or harmful influences of any groups or gangs which advocate substance abuse or disruptive behavior. The administration, therefore, prohibits the presence of any apparel, jewelry, accessory, notebook, trademark, graffiti or any other attribute, which denotes membership in such a group. School/District personnel have the responsibility to protect the health and safety of students and to maintain proper and appropriate conditions which promote learning.

Parents/Guardians have the primary responsibility to ensure that students comply with the Eisenhower High School Dress Code. The following is designed to serve as clarification and definition of some of the dress code guidelines and should be considered when planning what your students will be wearing to school.

#### Consequences

All students are expected to comply with the Eisenhower High School Dress Code. Failure to comply will result in disciplinary action up to and including suspension from school. Students who violate the Dress Code Policy will receive demerits. The number of demerits assigned will progressively increase each time a student violates the dress code and may result in suspension for habitual defiance of school rules.

#### Inappropriate Clothing

Clothing which exposes undergarments and/or posteriors (bare midriff, abdomen, chest, back, buttocks, etc.) is not allowed. This includes, but is not limited to:

- Clothing that exposes excessive cleavage, midriff, or buttocks are prohibited
- Sleeveless undershirts/muscle shirts worn as an outside garment
- Jeans with frayed holes that expose the posterior or have so many holes that an excessive amount of skin is showing
- Pajamas/Pajama pants
- Clothing that reveals underwear/undergarments
- Any clothing deemed by the administration to be inappropriate or offensive.
- Clothing that portrays suggestive, derogatory, insulting pictures or writing, or in any way.
- Any article of clothing that refers to any type of alcohol, drug, or act that is illegal or hazardous to one's health.
- Oversized pants; undergarments must not be displayed.
- Gloves

Other inappropriate clothing includes but is not limited to:

- Clothing that portrays suggestive, derogatory, insulting pictures or writing, or in any way can be construed to have a "double" meaning
- Any article of clothing that refers to any type of alcohol, drug, or act that is illegal or hazardous to one's health. (ex. "Snowman" shirt)
- Clothing that depicts the "Playboy Bunny"
- Apparel with emblems, printing, or offensive pictures, etc., that creates animosity between groups and/or individuals
- Attire and insignias denoting gang affiliations
- Items of clothing with the Confederate/British/German flag

- Gang colors worn, written, or prominently displayed in any manner Shirts depicting gangsters or gang lifestyles (i.e.; Scarface shirts, pictures of guns or other weapons)
- Any article of clothing/hairstyle that is indicative of gang affiliation
- Oversized pants; Sagging pants must be worn to fit the natural waist line, but not so large they are sagging below the hip bone. Undergarments must not be on display
- Belt buckles with more than one initial; single initial belt buckles must correspond with the student's first or last name only (must be proven with ID). No red or blue belts
- Gloves

Inappropriate Foot Wear Includes, but is not Limited to:

- Soft-soled leather moccasins, footsies, platform or spiked heels
- Bedroom slippers
- Combat boots, combat boot look-a-likes and steel-toed boots

Inappropriate Hair Styles and Coloring

- Any hair style or hair color that is deemed to be a distraction on campus

Inappropriate Hats

Sun-protective hats may be worn under the following conditions only:

- Only Rialto Unified School District approved hats (soft, foldable hats with a brim all the way around) are allowed for the purpose of sun protection
- Approved hats may not be worn during class time, in school buildings, or in covered areas
- Approved hats must be worn straight on the head
- The only other headgear allowed must be school approved, i.e., official Eisenhower hats with the school logo. The official school hat must be worn as designed and may not be altered in any way
- Wave caps and bandanas are PROHIBITED!
- Hoods/Beanies may be worn ONLY during extremely cold or inclement weather.

Other Items not allowed on Campus

- Make-up, jewelry or accessories that attract undue attention
- Sunglasses worn indoors
- Chains connecting the wallet to a belt loop or worn anywhere on the person. No chain so heavy in the form of a necklace or otherwise that it could be construed as a "weapon"
- Spiked belts, spiked necklaces, spiked bracelets or spiked rings
- Backpacks, notebooks or clothing with graffiti, dice, guns, knives, bombs, marijuana leaves, military insignias, profanity, or questionable pictures or language that would create animosity between groups or bring undue attention that may cause a disruption to the learning environment
- Jewelry or clothing denoting dollar signs (\$), mushrooms, marijuana leaves, alcohol logos, spikes, swastikas, German military insignias, iron cross, Aryan nation, confederate, rebel, British or German flags or facsimiles

In case of questionable dress, (not covered in the guidelines listed above), the student will be counseled, and parent/guardian contact will be attempted seeking assistance. Students may borrow a "dress code" shirt to wear for the rest of the day. However, the school does not provide pants or shoes for students to borrow. Students will not be allowed to return to class until they are appropriately dressed.

\* Military attire may be worn only by MCJROTC students and staff

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

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

- School hours have been established that provide access to our campus when supervision is provided.
- Campus Security Officers and District Patrol units monitor student safety while entering and departing from school.



- Campus Security Officers are posted at the gates designated for students entering and exiting campus, before and after school.
- Students are urged to walk with friends to and from school and discouraged from walking alone.
- Our School Resource Officer is another level of safety provided to our school community.
- Student bus riders are informed of bus safety rules, and are supervised by school personnel until they are loaded on the bus to return home.
- Parents and all visitors must check in at the Office and show proper identification before access to a student or student records.
- All staff members must display their District Identification Badges while on campus.
- All visitors must display a valid visitor’s pass while on campus.

\*The district has chosen to test a new check in system at all three levels.\*

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

### **Component:**

People and Programs

#### School Profile – Area of Pride and Strength

Established in 1959, Eisenhower has served more than four generations of the community's members and prides itself on its outstanding programs. Eisenhower High School has an ethnically diverse student body with a dedicated staff. With a long history of providing a strong academic, extra-curricular, and co-curricular program, both staff and parents comment on the positive and supportive atmosphere at our school.

#### Curriculum and Educational Activities

The course of study includes the basic core curriculum, physical education and enrichment classes such as music, reading, art, and computers.

Pupils have the opportunity to participate in sports, clubs and after school activities. Tutoring and enrichment opportunities are available after school and on most Saturdays, during our STEP-UP program.

#### The School’s Social Environment

Leadership at Eisenhower High School is a shared process. A proactive role is assumed in all phases of the school operation. The current management team is committed to progressing Eisenhower High School toward excellence in the areas of academic and social behavior. The principal sets a positive tone for the site and carefully guides the staff in working closely with administrators on curricular and safety issues.

#### Classroom Organization and Structure

Eisenhower High School teachers provide varied learning environments in their classrooms. Teachers use a variety of teaching strategies including: Projects, presentations, hands-on activities, portfolios, journals, creative writing, art, displays, and role-playing.

The teachers at Eisenhower High School are highly qualified, with many teachers holding advanced degrees. The dedicated staff strives to provide quality education for all students in a safe and orderly learning environment. Teachers unite to enhance the experience of learning, and promote positive interactions amongst pupils and staff. All staff focus on maximizing “time on task” while minimizing disruptions.

Every effort is made to free high traffic areas of congestion. Optimal classroom arrangements are implemented to support academic achievement. Seats are arranged so students can easily see instructional presentations and reduce the opportunity for off-task behavior, as well as, provide the teacher with full view of the students. Teaching materials and student supplies are readily accessible to minimize student-waiting time.

Professional Development Teachers are members of Professional Learning Communities (PLCs) which develop strategies to improve teaching and student learning in their respective courses. Collaboration day schedules are used throughout the year to provide PLCs time to meet. Teachers are also encouraged to complete professional development courses online, and at the District Professional Development Center.

#### School Cultural Environment

There is a high level of cohesiveness among the staff members at Eisenhower High School. Cooperation and support between teachers and the administration is evident. Students know that the administrators and staff have a genuine concern for them.

Our students are expected to be ambassadors for our six core values (IKEMOB). Integrity, Kindness, Eagerness to learn, Motivation, Ownership, Be respectful. Pupils are encouraged to bring problems to the principal, assistant principals, counselors, teachers, or other staff members so that issues may be addressed in a proactive manner.

#### Discipline Policy and Code

Eisenhower High School has developed and consistently enforces school-wide rules that are clear, broad-based, and fair. Our school-wide discipline policy includes a code of conduct and specific rules and consequences that accommodate student differences on a case-by-case basis when necessary. Discipline consequences are commensurate with the offense, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching, as well as, social problem solving and social decision-making is embedded in the District's drug and violence prevention programs. As a behavior interventions, Eisenhower High School has implemented On Campus Suspension (OCS) as an alternative to suspending students for certain Education Code violations.

Eisenhower High School uses both classroom and school-wide discipline codes that clearly communicate the positive behavioral expectancies for pupils on school grounds, as well as to and from school.

#### Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Eisenhower High School. The staff at Eisenhower High School works closely with the District Patrol and local law enforcement regarding all issues and matters that are gang related. Information from the school and the community are communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs are offered to the families through workshops, counseling and parent institutes.

#### Drug and Violence Prevention Programs

The district's Drug Alcohol and Tobacco Education Program and other related community program include providing all K-12 pupils with a comprehensive drug and violence prevention program.

#### Parent/Guardian Involvement

Staff members at Eisenhower High School make persistent efforts to involve parents/guardian by: informing them about discipline policies, procedures, and rules, and about their children's behavior, desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

#### Eisenhower High School:

- Effectively uses the School Site Council.
- Encourages participation in our English Language Advisory Committee.
- Supports our Parent Teacher Student Organization (PTSA).
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Utilizes Parent Link to notify parents of upcoming events, and critical incidents.

- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides ongoing opportunities for Teacher-Parent Conferences.
- Promotes active parent involvement in all school programs.

#### Campus Security and Administrative Positions

Eisenhower High School enhances physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. The lead security officer is equipped with an automobile unit that allows for the perimeter of the school to be patrolled. Since students are often the most likely group to know in advance about potential school violence, they are a good source of information. When it comes to school safety, pupils are taught not to keep secrets. Effective relationships between the principal, assistant principals, campus security officers and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Eisenhower High School employs a principal, three assistant principals, and six campus security officers, and a shared Rialto Police Department School Resource Officer whose job is designed to help increase school safety, to prevent prohibited offenses, and promote positive student relationships. The principal, assistant principals, and campus security officers have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school.

#### Truancy

Eisenhower High School recognizes the importance of punctuality and regular attendance. The staff of Eisenhower High School keeps accurate records of attendance for all students. Saturday Tutorial Enrichment Preparation – Upward Program (STEP-UP) is offered on 25 Saturdays throughout the school year to recover previous absences. Parents of students with poor attendance are contacted. Students with poor attendance due to medical issues are referred to the school nurse. Should attendance problems continue, official action is taken, which could result in a referral to the School Attendance Review Board. Student may ultimately be referred to the San Bernardino County District Attorney’s Office with a request for prosecution for the parent and/or the student.

#### Campus Disturbances and Crimes

Eisenhower High School recognizes that visitors and outsiders to the campus may commit campus disturbances and crimes. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of Eisenhower High School maintains information regarding custodial documents in the student records as well as, on the District computer system. If necessary the school will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

#### Visitors and Disruptions to Educational Process

Eisenhower High School is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Eisenhower High School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by individuals, such as campus security officers, and staff familiar with the student body. Staff has been stationed at the main entrance to check in any individuals who comes on campus. Vendors, parents, and district personnel must all check in at the front entrance. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

District employees, including those assigned to Eisenhower High School shall wear appropriate identification badges while on campus conducting business. All visitors to the campus must register immediately upon entering any school building or grounds when school is in session. Eisenhower High School has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the principal, designee or campus security officer may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. The District is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

**Element:**

Administrative, certificated, and classified staff work together to promote effective communication ensuring a safe school environment.

**Opportunity for Improvement:**

Increase methods for identifying students in need of counseling services and recognizing positive behaviors.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase methods to identify students in need of counseling services.	Create interest/referral electronic forms for RISE, STEP-UP, IMIT tutoring, peer counseling, Peer Counseling, Wellness Center	Google Drive	Assistant Principals	Administration, Student Services, PBIS
Increase acknowledgement of positive behavior and increase opportunities for public recognition of good efforts.	Implement a school-wide incentive, level-based student recognition program.	Panorama school-wide recognition program	Robert Hampton, Enice Jackson (AP)	Panorama Documentation Program data
Continue to share PBIS strategies schoolwide	Implement PBIS strategies schoolwide	PBIS	PBIS team	Student Services, PBIS
School wide interventions	Implement PBIS/Small Circles/ Girls Groups	Security Training	Administration, Counselors, Security Officers, Teachers	Administration, Student Services, PBIS, Panorama
Provide students with area to decompress and find an alternative to negative actions	Visit to the Wellness Center, go see Guidance Counselor and/or Peer counselor, see an administrator	Peer Counselors, Administrators, Guidance Counselor	Robert Hampton, Administration	Student Services, PBIS, Administration
Allow female students to come together to speak in confidence and trust among peers	Girls Circle	Staff/ Peer	Officer Karen Clement	Student Services, PBIS

**Component:**

Physical Environment

## Introduction

Eisenhower High School is an orderly and purposeful place where students and staff are free to learn and teach without the threat of physical and psychological harm. Eisenhower High School promotes educationally and psychologically healthy environments for all children and youth. Eisenhower High School recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Eisenhower High School further recognizes that safe school practices must include the proper care of the physical environment.

## The Schools' Location and Physical Environment

Eisenhower High School is located in the central area of Rialto. Most of our buildings are more than 50 years old. The immediate area around the school includes single-family dwellings, apartments, and commercial buildings. Present safety hazards include heavy traffic areas as well as current construction zones which are fenced off to the students.

## Maintenance of School Buildings/Classrooms

The school's physical plant is well maintained and generally looks neat and clean. District personnel periodically examine the school's facilities and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

It is the practice of Eisenhower High School to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are addressed promptly.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. Pupils are taught to take pride in the appearance of the school.

#### Internal Security Procedures

Eisenhower High School has established procedures in the following areas: District established reporting procedures, suspension and expulsion procedures, inventory system, and access to students and their records.

During the school day, staff members, security and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

Eisenhower High School maintains a copy of the District's sexual harassment policy in the main office/principal's office and the policy is available on request. Additionally, a notice summarizing this sexual harassment policy appears in the Parent Information Brochure and the Student-Parent Handbook distributed at the beginning of each school year to all parents and pupils.

Discipline procedures focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Teachers use a visible classroom management plan to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior.

Pupil conduct standards and consequences for Eisenhower High School are specifically described in this Comprehensive School Safety Plan. Pupils may be suspended, transferred to another school, or recommended for expulsion or for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal/designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079. At the beginning of each semester, teachers are notified of any of their students who have been suspended during the past three years. Teachers are notified when a new cumulative record is received containing suspensions or we receive court records regarding conviction of a crime.

Eisenhower High School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

#### Inventory System – Engraved ID, Security Storage

Most school-site equipment has a metal ID tag or a bar code sticker adhered to its surface. These items are inventoried annually and there is an established accountability system. Office and classroom supplies are secured.

#### **Element:**

Continue to create a safe environment that promotes a sense of security and maintain a safe and clean campus.

#### **Opportunity for Improvement:**

Increase communication and consistency in supervision practices.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Utilize and monitor surveillance footage	Monitor and communicate areas in need of attention.	Safety Office	Lead Campus Safety Officer	Quarterly review and follow-up
Ensure CSO's observe areas students may be during class periods.	CSO monitor assigned areas/buildings	Safety Handbook	Lead Campus Safety Officer	E. Jackson
Ensure enforcing boundaries for lunch, and appropriate behaviors during lunch.	Boundaries areas have been established and defined	Student and Parent Handbook	Lead Campus Safety Officer	Campus Safety review
Create, provide, and utilize resources in development of Student Wellness Center	Work closely with PBIS Programs to remain aligned with required socio-emotional supports under the jurisdiction of the Student Wellness Center.	PBIS	PBIS	Surveys/questionnaires
Review boundaries around new facilities.	Campus Safety creates boundaries based on students safety needs.	Safety Handbook	Principal Assistant Principals CSO's	Quarterly review and follow-up
Ensure campus is well-lit and safe at all times.	System for checking operable light systems on campus	Maintenance and Operations	Principal, G. Pulido (AP)	Quarterly review and follow-up
Have Administration visible during lunch time to add supervision and safety	Administration monitor assigned areas/buildings	District Safety Office	Administration	Weekly review and follow-up
ParentLink Communication and Emergency Messaging System	A link has been created that emails an Administrator directly. All community members, students, and staff can give leave tips for any threatening issues. ParentLink and Emergency messaging system inform parents, students, and staff regarding pertinent matters.	ParentLink Phone Messaging System, RUSD Text-Messaging System	Administration, Principal's secretary	Review of call logs, and systems of contact review

**Component:**

"Resiliency" Providing Resiliency Skills

Through Professional Learning Communities, Eisenhower High School teachers, staff and administration will work together to empower each student with the best education to become a successful and involved member of society.

Tutoring and School Work Help

Our Eagles can find academic support in a variety of ways:

- Teachers work with their students to provide the academic support needed for success in their classes. If you need extra help in a particular class, talk to your teacher first.
- After school tutoring is available Tuesday and Thursday.
- Saturday Tutorial Enrichment Preparation Upward Program, “STEP-UP” is offered twenty-five times during the year. All students are encouraged to attend for tutoring, enrichment, or attendance recovery.

**Parental Support and Participation**

Parents are encouraged to be active partners in the education of their children. Below are some examples of how our parents can participate:

- Supera Y Triumfa
- Parent Leadership Institute
- ELAC
- School Site Council
- English Language Advisory Committee
- Classroom visitations
- Back to School Night
- Drama and Music Production
- Sporting Events
- Coffee with the Principal
- Online anonymous Suggestion Box
- Athlete/ Parent Information Night

**Element:**

Continue with parent involvement and offering students opportunities to build resiliency.

**Opportunity for Improvement:**

Quarterly and bi-monthly meetings to discuss progress monitoring.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease Bullying	Implement PBIS Circles	Wellness Center	Counselors Activities Director Assistant Principals	Frequent monitoring of PBIS systems and implementation

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

**Eisenhower High School Student Conduct Code**

BEHAVIORS THAT DEFY SCHOOL RULES & VIOLATE EDUCATION AND/OR PENAL CODES

**I. Aggressive/Confrontational Behavior E.C P.C.**

- Verbal Confrontations 48900 a1, l, k,
- Instigating Conflicts 48900 k
- Fighting 48900 a1, a2, k
- Causing serious physical injury to another person 48900 a2
- Aiding and abetting 48900 t, k
- Mobbing/Group intimidation 48900 a1, k
- Bullying 48900 r

**II. Defiance of School Rules and Authority**

- Defiant behavior towards staff members 48900 k
- Disrespectful, rude behavior towards students/staff 48900 k

- Lying to school officials 48900 k
- Dress code violations 48900 i, k
- Tardies/Truancies 48900 k
- Public displays of affection 48900 k
- Littering 48900 k
- Profanity/Obscene language 48900 i, k
- Gum chewing/food or drinks in classroom 48900 k
- Driving/Parking violations 48900 a, k VC-21113

#### VC-13350

- Use of cell phone on campus 48900 k
- Campus trespassing/loitering 48900 k RMC

### III. Disruptive Behavior

- Disturbing classes while in session 48900 k
- Throwing food 48900 k
- "Horseplay" 48900 k
- "Rapping" or "Bagging" 48900 i, k
- Disturbing the learning/working environment 48900 k
- Riding bicycles, skate boards, skates, scooters,

or motorized vehicles on campus 48900 k

### IV. Gambling

- Possession of gambling paraphernalia 48900 k
- Gambling on campus 48900 k

### V. Gang-Related Activity

- Hand gestures/Gang signs 48900 a, l, k
- Graffiti 48900 k, f, l
- Gang names/Gang colors 48900 k

### VI. Illegal/Prohibited Items

- Possession of or under the influence of any controlled 48900 c, k,

substance

- Sale of or furnished to others any controlled substance 48900 c, d, j, k, h
- Possession of weapons, look-alike weapons, stink 48900 b, m

bombs, mace, pepper spray, fireworks/firecrackers,

smoke bombs, etc. A police report will be filed and

may result in the arrest of the student

- Possession of graffiti tools, including markers 48900 k
- Possession of lasers, radios, electronic games, CD 48900 k

Player, MP3 players, IPODS, Game Boys, cameras,

video cameras and other electronic devices

- Possession of water balloons or any other item which 48900 k



disrupts the campus or causes harm to others

- Possession of skateboards, skates, scooters, or motorized 48900 k

vehicles on campus

#### VII. Theft

- School property including food items from serving lines 48900 g, k
- Personal property 48900 g, k
- Office forms 48900 g, k

#### VIII. Vandalism

- Defacing school property 48900 f, k

SERIOUS VIOLATIONS OF THE EDUCATION CODE AND THE PENAL CODE MAY INCLUDE:

#### Fighting/Hazing/Bullying

Fighting is never an acceptable means to resolve conflict. If a problem exists between or among students, they are to seek help from administration before the situation escalates to the fighting stage. Any student fighting or hazing will be suspended from school for not less than three (3) days and not more than five (5) days. Hazing includes but is not limited to “trash-canning, duct-taping, wedgies, play fighting, etc.”

The above misconduct may result in the following:

- Suspension from school (3-5 days), citation issued and parents/guardians notified
- Expulsion recommendation

\*Any fighting or hazing causing serious injury to another person, except in self-defense, will result in the student being recommended for expulsion from the District. A police report will be filed.

Violation of Education Codes: 48900 a, 1, 48900 a.2, 48900 q and 48915 a.1

Violation of Penal Codes: 415, 626.8, 404.6 and 405

#### Forgery

It is considered to be a forgery for any person who, with intent to defraud, signs the name of another person, or of a fictitious person, knowing that she/he has no authority to do so. This also includes altering legal documents. School or personal documents may include, but are not limited to:

- Hall passes/Call slips
- Readmits
- Nurse referrals
- Parent/Guardian permission slips
- Letters/Notes from home
- Legal documents, attendance printouts, grade records, electronic signature pads, etc.

#### Harassment, Threats, Intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a student enrolled in any grades of 4 to 12, inclusive, may be suspended from school or recommended for expulsion if it is determined that the student has intentionally engaged in harassment, threats, or intimidation directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment, including making false bomb reports. This includes engaging in an act of bullying, including, but not limited to bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Violation of Education Code: 48900.4, and 48900 (r)

Violation of Penal Code: 422, 422.6, 422.7 AND 422.75

#### Robbery/Extortion

Depending on the circumstances, action may include any, or a combination, of the following:

- Parent/Guardian notified and restitution
- Police report filed and/or arrest
- Suspension
- School transfer
- Expulsion recommendation

Violation of Education Codes: 48900, 48900 a.1, and 49815 a.4

Violation of Penal Codes: 518, 519 and 520

#### Sexual Harassment

Sexual harassment consists of (1) unwelcomed sexual advances; (2) requests for sexual favors; and/or (3) other verbal or physical conduct of a sexual nature in all educational settings including, but not limited to:

- Decisions involving academic status, honors, programs and activities for students
- Conduct that has the purpose or effect of unreasonably interfering with student's academic performance or creating an intimidating, hostile or offensive school environment

Other forms of sexual harassment include, but are not necessarily limited to, the following:

- Verbal harassment, such as derogatory comments, jokes, slurs, requests for sexual favors or threats.
- Physical harassment, such as unnecessary or offensive touching, impeding, or blocking movement.
- Visual harassment, such as derogatory or offensive posters, cards, calendars, cartoons, graffiti, drawings, or gestures.

Any student who feels that she/he is being sexually harassed should immediately report the incident to a staff member, the Principal or the District Title IX Coordinator (students).

Violation of Education Codes: 48900 i, 48900 n, 48900.2 and 48915 c.4

The above misconduct may result in any form, or a combination, of the following:

- At Risk Counseling
- Parent/Guardian Conference
- Assignment of Demerits
- Suspension
- Expulsion Recommendation

#### Threats, Assault and/or Battery Against a Staff Member

Any student who is found to have initiated an attack on, assaulted, used force with or threatened a school employee will be suspended. The appropriate law enforcement agency will be contacted and a report filed.

Violation of Education Code: 48900 a1, 48900 a2, 48900.7, and 48915 a.5

Violation of Penal Codes: 241.2-A.B, 243.2, 243.6 and 71

Depending on the circumstances, action may include any, or a combination, of the following:

- Suspension and parent/guardian notified
- Police report filed/citation issued/parent/guardian notified by police/arrest made
- School transfer and parent/guardian notified
- Expulsion Recommendation

#### Vandalism or Theft

Depending on the circumstances, action may include a combination of the following:

- Parent/Guardian notified and restitution (student makes up for what she/he vandalized or stole)
- Police report filed and/or arrest made
- Suspension
- School transfer
- Expulsion Recommendation

Violation of Education Codes: 48900 f, and 48900 g

Violation of Penal Codes: 594, 594.2, 640.5 and 484.

#### Controlled Substances

Using, possessing, or being “under the influence” of any drugs, alcohol, intoxicants; or possession or furnishing of any drug paraphernalia on school grounds, off campus during school hours, at any school sponsored function, or while traveling to or from school or school activities will result in appropriate disciplinary action including, but not limited to police notification, suspension and/or expulsion.

Violation of Education Codes: 48900 c, 48900 j, 48900 p, and 48915 a

Violation of Penal Codes: 626.85, H.S.C.11377a, H.S.C.11056 and H.S.C.11364

#### Drugs, Alcohol, Intoxicants

Selling, offering, arranging to sell, negotiating to sell, or furnishing any drugs/alcohol/intoxicants (including “look-a-likes”) or possessing quantities large enough to indicate a sale on school grounds, off campus during school hours, at any school sponsored function, or while traveling to or from school activities shall be subject to appropriate disciplinary action. Such action may include, but not be limited to, police notification, suspension, and/or expulsion. Student drivers are responsible for all illegal substances within their vehicle, no matter who is using or found to be in possession of such substances.

Violation of Education Codes: 48900 d, 48900 p, and 48915 c.3

Violation of Penal Codes: H.S.C.11355, H.S.C.11354, H.S.C.11382, and H.S.C.11359

#### Tobacco and Nicotine Product Use and Possession

The above misconduct may result in any form, or a combination of the following:

- Counseling, parent/guardian notified, citation issued
- Suspension
- Expulsion recommendation and/or Alternative Education Placement

Violation of Education Code: 48900 h, and 48900 j

Violation of Penal Codes: 308 b

#### Explosives/Incendiaries/Setting Fires

This includes matches, lighters, firecrackers, etc. or false fire alarms. Possession of a "stink bomb" is considered a crime (P.C. 375) and is a misdemeanor/felony, depending on the circumstances. Possession of a "stink bomb" can be considered an expellable offense (E.C.48900-b and E.C. 48915-2). Expulsion may be recommended at the Principal's discretion. Depending on the circumstances, action may include any, or a combination of the following:

- Parent/Guardian notified and restitution made
- Police/Fire Marshall report and/or arrest/citation issued
- Suspension
- School Transfer
- Expulsion Recommendation

Violation of Education Codes: 48900 b and 48915 a.2

Violation of Penal Codes: 451, 452, 453, 12303.3 and 12303.2.

#### Firearms, Knives, or Dangerous Objects

"Weapons" shall include, but not be limited to; zappers (stun guns), guns, "look-alike" weapons, any size knife, martial arts tools, razor blades, Mace, pepper spray, or any weapon specified in Penal Code Sections 626.9, 626.10, 12001, 2020, 12025, 12220, 653K, 12303.2, 12303.3. Any violation of the above may result in suspension and/or a recommendation for expulsion. Dangerous objects shall include, but not be limited to; laser pointers, stink bombs, and other objects capable of causing harm to others.

The Principal/Principal's designee of a school shall immediately suspend any pupil found to be in possession of a firearm, knife, or other dangerous object at school or at a school activity off school grounds and shall recommend expulsion of that pupil. The Principal/Principal's designee shall confirm the following:

- The pupil was knowingly in possession of the firearm;
- An employee of the school district verifies the pupil's possession of the firearm

Violation of Education Codes: 48900 b, 48900 m, 48915 a.2, 48915 c.1, and 49915 c.2

#### Searches

Searches may be conducted when there is a reasonable suspicion that a student is in possession of items that are illegal and/or prohibited on campus. Areas that may be searched include, but are not limited to P.E. lockers, desks, cars, purses, backpacks, pockets, shoes and socks. General searches may be conducted in emergency situations. In order to provide a safe and secure learning environment, the Rialto Unified School District Board of Education has implemented a Random Search Program. The program is conducted on a random, "no-notice" basis at all secondary schools. The process utilizes an electronic (computerized) Random Selection Device along with hand-held metal (wand) detectors. A team of Campus Security Officers (both male and female), along with a school administrator conduct the searches. In addition, the Rialto Unified School District employs Interquest Detection Canines, Inc., to conduct searches with canines trained to detect drugs, alcohol and gun powder. If a student refuses to be searched, the police and/or the parents/guardians will be called to conduct the search.

#### Conduct Code Procedures

**(J) Hate Crime Reporting Procedures and Policies**

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 – 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233. Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact a staff member, Principal or Coordinator for Nondiscrimination. Upon receiving such a complaint the Coordinator or Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7- Sexual Harassment. AS PER OUR MISSION STATEMENT, THESE BEHAVIORS WILL NOT BE TOLERATED ON OUR CAMPUS. SUSPENSION AND/OR EXPULSION MAY RESULT FROM THE FIRST OFFENSE.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The school safety plan is reviewed and evaluated on an ongoing basis throughout the school year. Members of the School Site Council are invited to serve on the Safety Planning Committee. Each year the safety plan vision and mission statement is reviewed to ensure relevancy. The school safety identifies areas of school pride, strengths and areas for improvement.

## Safety Plan Appendices

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

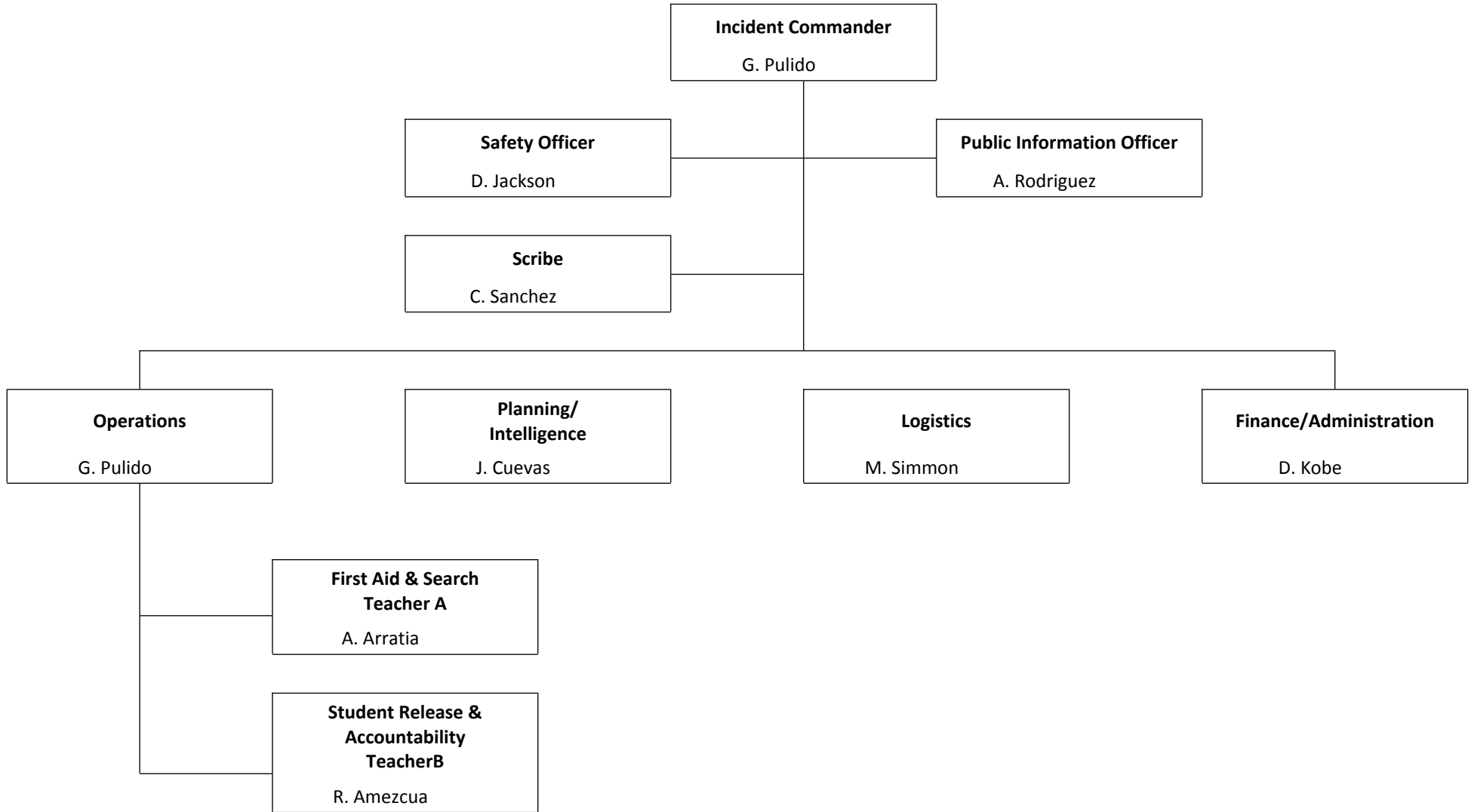
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rialto USD School Police	909-820-6892	
Law Enforcement/Fire/Paramedic	Rialto Police Department	909-820-2578	
Public Utilities	West Valley Water District	909-820-2546	
Local Hospitals	Arrowhead Medical Center	909-580-1000	
Local Hospitals	Kaiser Permanente	888-750-0036	
American National Red Cross		800-733-2767	
School District	Rialto Unified School District	909-820-7700	



### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Safety Plan Review at School Site Council Meeting	2/12/19 2:30 p.m.	
Safety Committee Meeting	2/19/19 2:30 p.m.	
Safety Committee Meeting and Approval	2/20/19 2:30 p.m.	

Eisenhower High 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**

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

The first step in responding to an emergency is to determine the type of emergency that has occurred.

There are emergency procedures for different types of emergencies whether:

- Animal Disturbance
- Active Shooter on Campus ? \
- Bomb Threat ?
- Bus Disaster ?
- Disorderly Conduct ?
- Earthquake ?
- Explosion / Risk of Explosion ?
- Fire in Surrounding Area ?
- Fire On the Campus ?
- Flooding ?
- Incapacitated Faculty or Staff Member ?
- Loss or Failure of Utilities ?
- Motor Vehicle Crash / Traffic Accident ?
- Psychological Trauma ?
- Unlawful Demonstration / Walkout ?
- Other / Not Previously Specified

Assess the situation. Is your consumer bleeding or did he have a blow to the head, a fall, or an allergic reaction? Is he experiencing any symptom specifically related to his illness? What were you both doing just prior to the emergency? Is he responsive? Are his pupils enlarged and are they the same size? Was there a complaint of pain or anything else relevant? What is different or unusual? See that student is taken to the Health Office.

### Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. A three-level rating system is used:

? Level 1 Emergency: A minor emergency that is handled by college personnel without assistance from outside agencies, e.g., a temporary power outage, a water line break, a building repair, mechanical needs, etc.

? Level 2 Emergency: A moderate emergency (localized to the college campus) that needs assistance from outside agencies (e.g. Fire Department, Law Enforcement), such as a fire, a medical aid, a vehicle accident, a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

? Level 3 Emergency: A major emergency (large-scale event affecting geographical areas beyond the college) 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

Determine whether 911 needs to be called, and contact parent or guardian and/or emergency contacts listed in students' file. Call parents/guardian as well as others listed as emergency contacts and make them aware of the emergency. Call 911 if you think the consumer is facing a life-threatening emergency. Do not attempt to take anyone with a potentially serious problem to the hospital yourself; instead, call 911 immediately.

### Step Three: Determine the Immediate Response Action

The type and extent of an emergency will determine what immediate response actions will be taken. Determine the immediate response needed. Does the student need to go to the Health Office The most common immediate response actions initiated during emergencies are:

- Emergency Notification System ?
- Duck and Cover ?

- Lock Down ?
- Building Evacuation ?

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

Communicate the appropriate response action based on the type and level of emergency. Communicate the need for others to take immediate protective actions.

This action is automatically taken when an emergency incident on campus is categorized as a Level-3 emergency. Additionally, a Level-2 emergency may necessitate campus-wide notification, which would be determined on a case-by-case basis.

##### **Description of Action**

Once it is determined and authorized that a campus-wide notification needs to transpire, the following steps will be taken as necessary:

1. Send a text message via the ParentLink System
6. Consider the use of telephones, "runners", and college radio frequencies as appropriate and applicable

#### **DUCK AND COVER**

This action is taken to protect students, faculty, and staff from flying or falling debris.

##### **Description of Action**

1. Authorized personnel shall activate the emergency notification system.
2. Instruct individuals inside to duck and cover their heads with their arms and hands.
3. Instruct individuals outside to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Move all individuals away from windows.

#### **SHELTER-IN-PLACE**

This action is taken to place and/or keep individuals indoors in order to provide a greater level of protection. Shelter-in-Place is implemented when there is a need to isolate students, faculty, and staff from the outdoor environment. In the event of airborne contaminants in the outside air, this action may prompt a shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside.

Shelter-in-Place is different than Lock Down in that Shelter-in-Place may involve the shutdown of the HVAC systems, and there is the allowance for free movement of students within the building. However, for classes in buildings with exterior passageways, individuals will have to remain in the classroom.

##### **Description of Action**

1. Authorized personnel shall activate the emergency notification system.
2. If inside, keep all individuals in the building until further instructions are given.
3. If outside, individuals should proceed to the closest accessible building. Give consideration to the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. If the HVAC system needs to be shut down, turn off local fans in the area; close and latch doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

#### **LOCK DOWN**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students, faculty, and staff are to remain in the rooms that they are in, until notified. Do not move from one location to another, and do not go into corridors or out of the buildings.

In emergencies situations other than a Lock Down, a fire alarm ringing would prompt an evacuation of the building. Under a Lock Down situation, careful consideration needs to take place in the event of a fire alarm activation. This could be a ploy to get students, faculty, and staff out into the open. Pay close attention to available communication to assist in determining the course of action to take under a Lock Down situation if the fire alarm is activated.

Lock Down is different than Shelter-in-Place in that Lock Down does NOT allow free movement of individuals within buildings. All students, faculty, and staff should remain in the room that they were occupying at the time of the Lock Down directive.

#### Description of Action

1. Authorized personnel shall activate the emergency notification system.
2. If inside, instruct all individuals to lie on the floor behind or underneath solid objects. Secure the doors by any means possible from the inside of the room. Close any shades or blinds if it appears safe to do so. Remain as concealed as possible. Stay behind solid walls and doors; keep away from windows.
3. If outside, individuals should proceed to the closest accessible building. Give consideration to the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Instruct all persons with cell phones to turn off ringers, and limit cell phone usage to brief essential messages. If at all possible, attempt to communicate pertinent information by appropriate means (ie: email, cellphones, on-campus phones, etc) to the Public Safety office. If all lines are busy, or the call is not answered immediately, be patient and keep trying.
5. All individuals shall remain in secured areas until further instructions are given. Maintain order in all areas of assembly or shelter, and await the arrival of law enforcement. Be ready for lengthy stay of several hours.

#### EVACUATE BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building.

#### Description of Action

1. Initiate the building fire alerting system.
2. Authorized personnel shall determine and activate the necessary levels of emergency notification.
3. Individuals shall evacuate the building, using designated routes, and assemble in assigned assembly/shelter area.
4. Faculty shall take their class rosters when leaving the building and attempt to take attendance once the class is assembled in a safe location.
5. Residence Hall staff shall follow their assigned fire/evacuation procedures.
6. Once assembled, all persons should stay in place until further instructions are given by the proper authorities.

#### AREA EVACUATION

This action is taken after a decision is made by the Incident Commander (IC) that it is unsafe to remain in a specific area of the campus, or the entire campus, and evacuation is necessary. Evacuees may be directed to a safe area of the campus or an off-campus assembly area.

#### Description of Action

1. The IC shall authorize activation of the emergency notification system.
2. The IC shall authorize personnel who shall determine, and initiate, the appropriate level of evacuation.
3. Determination will be made as to the projected duration of evacuation.

? Short-term Evacuation: Defined as a temporary evacuation that is projected to resolve itself within 24 hours. Persons being evacuated shall be directed to, and assembled in, large areas; such as athletic fields, gymnasium, or airport. Once assembled, all individuals shall stay in place until further instructions are given. Return to the area evacuated will be at the discretion and instruction of the appropriate authorities.

Rosters of evacuees shall be created to document who was evacuated, any pertinent contact information, destinations, and persons associated with the evacuees.

? Long-term Evacuation: Defined as an evacuation incident that is projected to have an extended duration beyond 24 hours. Persons being evacuated will be directed to an off-campus location as determined by the authorities.

Rosters of evacuees shall be created at the evacuation center to document who was evacuated, any pertinent contact information, destinations, mode of transportation, and persons associated with the evacuees.

All evacuated persons should monitor the college's website for updates on the incident and return status.

4. The IC will determine the safest method of evacuation. This may include the use of vehicles or simply walking to a designated location. For a long-term evacuation PUC's fleet of vehicles will be engaged first for transportation. Then employees and students will be asked to volunteer using their vehicles to transport individuals.

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

### **Aircraft Crash**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. 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.
4. The School Administrator will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
5. The First Aid/Medical Team will check injuries to provide appropriate first aid.

### **Animal Disturbance**

Animals on School Grounds: Uncontrolled and/or Unsupervised – When an uncontrolled dog or other animal is discovered on school property, the principal or designee shall call the appropriate Animal Control Agency. Students shall be kept in a safe area until the animal is removed.

### **Armed Assault on Campus**

An armed attack directed against the school by a person or persons could occur without warning. The following actions, as appropriate, are to be carried out should such an act occur.

On School Grounds:

1. If in line of fire or area of immediate danger, teachers and students should DROP (take cover).
2. If the shooting is in an area away from the students, bring them inside and into protected areas of the school:
  - a. Lock doors and close curtains;
  - b. Direct students to be seated and provide sign-in sheets to account for each student's presence in the room;
  - c. Notify the front office of any additional occurrences;
  - d. Secure area until ALL CLEAR signal is given.

### **INTRUDER ON CAMPUS**

Each school site has a code to alert staff members and students to a situation where there is potential danger, such as an intruder on campus.

1. Designated individual(s) will announce "All teachers and staff lock down all rooms immediately."
2. The campus will then begin "lock down" procedures by summoning all students to their classrooms, locking doors, turning off the lights and securing the outside gates.
3. If a teacher assistant or office aide is in or near your classroom, they must remain with you until the situation is cleared.
4. When locking your door, do a quick check of the immediate vicinity and tell any student or staff member outside to come in.
5. Turn all lights in the classroom OFF.
6. Keep students calm and under control.
7. DO NOT DISMISS students or let them leave the classroom even if you hear a passing or dismissal bell.
8. Remain with your students in the class until the office staff announces an "all clear" signal that our campus is once again safe and secure.
9. Campus Security Officers: If students are outside, please escort them inside to the nearest building as promptly as possible.

Occasionally you may receive a memo from Eisenhower High administrators asking you to be alert for a specific car in the area, or describing suspects of some nature.



Teachers, administrators, security personnel and students must all work together very closely to keep our school and community a safe environment. We maintain a very close relationship with local law enforcement and will communicate any necessary information to our staff as needed.

### **Biological or Chemical Release**

Gas leaks can be internal to the building. Natural gas rises, while propane is denser than air and accumulates in low places. Do not attempt to evaluate the probability of an explosion.

It is difficult to respond to an explosion, because explosions are sudden and unexpected. If there is sufficient time, students should drop to the floor, protecting face and neck with arms from flying debris and glass.

Maintenance and Operations evaluates gas leaks and makes repairs. If a fire department or gas company turns off the main valve, the school must pass a high-pressure test before services can continue. If the school fails to pass the test, extensive investigation and repairs may have to be made before reopening the school.

Natural gas burns and causes explosions and may poison an individual. It is asphyxiation and could cause suffocation if someone were to be exposed to it for a lengthy period of time.

If there is a leak, notify the front office and:

1. Evacuated according to the fire evacuation plan.
2. Evacuate away from the source of the gas leak. Extinguish flames in science rooms and in the kitchen as feasible.
3. Move students away from buildings and windows.
4. Evacuate students to a maximum safe distance.
5. Return to the building only after the ALL CLEAR signal is given.
6. Advise Southern California Gas Company switching center (800-227-2600), the Superintendent (820-7700, ext. 121) and the Dispatch/Control Center (820-6892) of the situation.

If the leak is minor, notify the Gas Company immediately (911).

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

#### **A. LETTERS**

- DO NOT handle any more than necessary.
- Safeguard the letter and envelope as evidence (for possible fingerprints).
- Dial 911 – state the following information:
  - My name is \_\_\_\_\_.
  - My telephone number is \_\_\_\_\_.
  - I'm reporting a Bomb Threat Letter (describe briefly).
  - My location is \_\_\_\_\_.
  - DO NOT HANG UP FIRST!

#### **B. PACKAGES OR PARCELS**

- DO NOT touch or disturb the package in any manner.
- Dial 911 – state the following information:
  - My name is \_\_\_\_\_.
  - My telephone number is \_\_\_\_\_.
  - I'm reporting a suspicious package (describe briefly).
  - My location is \_\_\_\_\_.
  - DO NOT HANG UP FIRST!

#### IF A SUSPICIOUS OBJECT IS FOUND:

- Evacuate the building.
- Walk to the designated Assembly Area(s), which should be the same as the Fire Drill Assembly Area(s).
- Account for fellow staff members.
- The principal, in consultation with appropriate personnel, will determine when it is safe to return to the building(s).

#### CHARACTERISTICS OF A LETTER/PARCEL BOMB INCLUDE:

- Parcel marked Personal, Confidential, or Special Delivery
- Poorly typed or handwritten address
- Incorrect title of person addressed
- Oil spots and/or any peculiar odor (such as almonds or machine oil)
- Excessive amounts of postage and/or wrapping materials
- No return address

#### BOMB THREAT – TELEPHONE

- Upon notification of a bomb threat, each designated staff person will make a check of obvious areas where a bomb might be hidden or look for a “suspicious package,” and report back to the Chief of Safety & Security as soon as possible.
- The principal, in consultation with the Chief, will then determine whether or not to contact Law Enforcement or the Fire Department. If an evacuation is necessary, follow normal Fire Drill Procedures and movement to the designated Assembly Area(s).
- Staff members will be responsible for searching within their own areas.

Note: If a Bomb Threat is received by telephone, you should immediately indicate to someone in close proximity to notify Law Enforcement that a telephone Bomb Threat is being received.

#### BOMB SEARCH

- Law enforcement and/or the fire department shall conduct the bomb search. School security officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.
- Except for school security officers, no staff or students shall reenter the threatened building(s) until law enforcement and/or the fire department staff advises the principal or designee or supervisor in charge that reentry is safe.

#### **Bus Disaster**

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Move away from bus due to possibility of explosion
5. Check for injuries and provide appropriate first aid.
6. Call “911” and provide exact location of the bus and wait for arrival of emergency responders.
6. Contact the School Administrator and Bus Dispatch to report location and condition of students.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief.
8. Stay within general area until help arrives
9. The driver will account for all students and staff throughout the emergency.

#### **Disorderly Conduct**

##### CAMPUS UNREST

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, etc., to the point where the principal decides that the safety of students and staff is jeopardized:

##### Response:

1. All staff members will assist with moving students into classrooms or off-campus. Move students to alternate areas, if necessary.

2. Inform students who refuse to report to designated areas that they are subject to suspension, expulsion and arrest.
3. Instruct all staff members to take names of all students who fail to cooperate.
4. Schools may be closed only at the direction of the Superintendent.
5. Civil Defense/Disorder:
  - a. If a civil defense reaction should be required, cooperate with local civil defense procedures.
  - b. The goal is that of protecting students and all school personnel from injury or harassment until proper help can be summoned and keeping property losses and damages to a minimum.

## **Earthquake**

When a tremor occurs, teachers should:

1. Command students to “DUCK, COVER, AND HOLD.” (When possible, a recording will signal duck and cover.) Assume fetal or semi-fetal (prone) position with head down toward knees, hands clasped behind neck, arms against ears, eyes closed. This should be under cover of desk, table, etc.; against an inside wall; away from or with back to windows; and away from files, shelves, or other falling objects.
2. Wait 60 seconds after tremor stops for intercom directions or evacuation bell (fire drill bell signals evacuation to the soccer field. If no bell, move in a safe and orderly manner to assembly area.
3. TEACHERS MUST LEAVE THE DOORS UNLOCKED. The Search and Rescue Team members must be able to get into the classroom to perform their duties.
4. Take roll in assembly area. Report all missing students to line leader by using appropriate form.
5. Refer injured students to first aid located at the football field. Only major injuries should be referred to first aid. Minor injuries will be treated as conditions allow.
6. Stay in assembly area. Sit students down and reinforce need for CALM and QUIET. Do not intermingle your students with other classes. Assist in monitoring other classes if necessary.
7. Release students ONLY when proper authorization is obtained from Student Release Team. No students walk home. Record all dismissed students on roll sheet.
8. Send messages (with runner) via note always. Keep note pad and pencils near Disaster Guide.

## **SPECIAL CONDITIONS**

- A. If a child is “pinned” or immobile:
  1. Leave child and inform line leader or
  2. Work out a supervision plan with colleague.
- B. Aides stay with their assigned class.
- C. During lunch, students will duck, cover, and hold then evacuate to the baseball field. Teachers who are at lunch should then report to the baseball field to assist and supervise students.
- D. Refer all news media politely to the principal.

## **OUTLINE OF MAJOR RESPONSIBILITIES DURING EMERGENCY**

### **PRINCIPAL:**

1. Coordinate and supervise evacuation
2. Establish Command Post (east side of Gym)
3. Communicate with the District EOC (switch radio to EOC)
4. Activate appropriate Incident Command positions as needed
5. Communicate with media, region, and district support personnel

### **ASSISTANT PRINCIPALS and ATHLETIC DIRECTOR:**

1. Report to Command Post for service
2. Have teacher roster list with teacher conference period (G. Pulido)
3. Assist with coordination of evacuation from command post (Dr. E. Jackson, C. Jackson)
4. Supervise shut-off of utilities and take charge of search and rescue team (G. Pulido)
5. Assist with communication (District personnel and media) (E. Jackson)
6. Take charge of student release team (C. Jackson)

7. Check in teacher missing person reports on the field (C. Jackson, G. Pulido)
8. Assure safe relocation of classes in assembly area (Dr. E. Jackson, C. Jackson, G. Pulido)

**CUSTODIANS:**

1. Turn off utilities (electricity, gas, then water) if needed
2. Lock gates
3. Take first aid duffel bag to first aid area

**LINE LEADERS (teachers who are located at head of line):**

1. Take roll of classes in your line; have report ready for command post
2. Check building at evacuation point for injured
3. Deploy injured to first aid as needed
4. Collect missing persons sheet from every teacher in your line

**TEACHERS:**

1. Take roll sheets, disaster booklet, pen/pencil, class sign, and students to baseball field
2. Take roll and supervise class
3. Apply minor first aid
4. Work with Line Leaders and colleagues to supervise students

**TEACHERS ON CONFERENCE PERIOD:**

1. Help evacuate the MH classrooms (M-1,M-2,C-1,C-2) and then report to the student release point (ticket booth near the football field)

**TEACHERS AT LUNCH, PASSING PERIOD, or BEFORE SCHOOL EMERGENCY**

1. REPORT TO YOUR 2ND PERIOD EVACUATION ASSIGNMENT
2. Urge students to report to their 2nd period evacuation location on the baseball fields
3. Remain with students and supervise until you receive further instructions from the command post

**COUNSELORS:**

1. Assist the clerical support staff in taking the emergency equipment in the nurse's office to the first aid station (varsity football field).
2. Report to the baseball fields and obtain missing person sheets from line leaders. Turn the missing persons' sheets in to J. Sturmer. Assist with student control/counseling.

**Lines in Assembly Area**

Head Counselors Oversees all buildings

Counselor 1 R, S, T

Counselor 2 A, B, C

Counselor 3 D, E, F

Counselor 4 G, H, I, J

Counselor 5 K, L, M, PE

**CAMPUS SUPERVISOR/SECURITY:**

1. Assist with evacuation as needed, especially student control.
2. Assist Search and Rescue.
3. Report to Command Post and assist with student control at baseball fields.

**PRINCIPAL'S SECRETARY AND ACCOUNT/PROJECT CLERKS:**

1. Ring bells or announce "Duck, Cover, and Hold".
2. Announce evacuation, reset alarm.
3. Lock front door and safe.
4. Take bullhorn to the Principal at command post.
5. Report to the Principal to assist.

**NURSE AND HEALTH AIDE:**

1. Report to first aid station.
2. Establish triage.

**A.P. SECRETARIES AND CLERK TYPISTS:**

1. Take stretchers from nurse's office to the first aid station.
2. Assist at first aid station.

**ATTENDANCE CLERKS:**

1. Take emergency card file, student schedules, pens/notebook and call slips when evacuating.
2. Report to student release point and follow release procedures.
3. Take classroom roster lists.

**INSTRUCTIONAL AIDES:**

1. Assist with supervision on the baseball field.

**CAFETERIA WORKERS:**

1. Report to the student release center.

In the event of an earthquake:

**A. INSIDE THE SCHOOL BUILDING**

1. Move away from windows or other potential hazards.
2. Duck, cover, and hold. Get under desk, table, or other shelter, or against an inside wall. If shelter moves, move with it and stay under it.
3. Assume drop and cover position and remain silent so directions can be heard above the earthquake noise.
4. Stay in drop position until shaking is over and/or until further instructions are given. Duck, cover, and hold.
5. After the initial shock and things settle down, your teacher will direct the evacuation of the classroom.
6. Classes will be taken by teachers to designated assembly areas. Everyone will remain there until re-entry to school buildings has been approved by school administration officials, or until children have been released to parents or other authorized persons.

**B. OUTSIDE THE SCHOOL BUILDING**

1. Get clear of all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open.
2. Duck, cover, and hold. Assume drop and cover positions until shaking is over.
3. After the earthquake, if at school, move to designated assembly area and report to your teacher. Do not re-enter school buildings unless instructed to do so.
4. After the earthquake, if on the way home, continue home. If on the way to school, continue to school.

**RESPONSIBILITIES OF TEACHERS BEFORE EMERGENCY**

1. Know, understand, and keep familiar with District and school emergency procedures and responsibilities of team members.
2. Provide instruction and practice for students on emergency procedures.
3. Have class roll or attendance list available at all times.
4. Conduct drills at least twice a year.

**EARTHQUAKE DRILL PROCEDURES**

- a. At teacher's command, students duck, cover, and hold:
  1. away from windows or other potential hazards;
  2. under desk, table or other shelter or against inside wall;
  3. drop to knees with back to windows;
  4. head down toward knees, hands clasped behind neck, arms against ears, eyes closed;

5. Be silent so directions can be heard.
- b. Teacher monitors student's positions.
- c. Students hold drop position for 60 seconds or until danger subsides.
- d. Teacher gives directions to evacuate to pre-arranged location.
- e. Teacher takes roll sheet to assembly area and takes roll.
- f. Teachers and students remain at assembly area until directed to return to classroom.

### **Explosion or Risk Of Explosion**

The sound of an explosion may be the only warning of this type of disaster. The following actions should be taken if an explosion occurs:

1. Staff with students should initiate Duck, Cover, and Hold.
2. Assess the situation and decide whether any actions (e.g., Action EVACUATE) are necessary.
3. Inform the staff of the situation as quickly and calmly as possible.
4. Take any necessary follow-up action.
5. If no apparent danger exists, staff will remain with students in the classroom of their present location.

### **Fire in Surrounding Area**

When bells ring in short, rapid succession, it is a signal for evacuation. Classes will always evacuate to the same assigned area on the baseball fields. Usually, the bells signal a fire drill.

1. Teachers must take their roll book at all times.
2. Students should take all their belongings and exit QUICKLY and QUIETLY.
3. Teachers should CLOSE their classrooms and escort the students to the assigned location on the soccer field.
4. Wait for the all-clear (one long signal) or directions from an administrator before returning to your room.
5. Follow procedures d, e, f listed above
6. Instruct students on outside school building drill procedures.
7. Instruct students on student retention and release procedures.

### **Fire on School Grounds**

1. A When bells ring in short, rapid succession, it is a signal for evacuation. Classes will always evacuate to their assigned area. (See map)
2. All building occupants will leave the building upon hearing the fire alarm, or seeing/smelling smoke or fire.
3. Take your roll book, Emergency/Disaster Plan, pen/pencil, and your students to assembly area. Escort students with their belongings from the classroom. Lock the door. Follow your designated escape route as posted on the map near exit of your location. Lead your students in a single file line to your classroom's designated assembly area.
4. Direct students to sit in a straight line and listen for teacher instructions.
5. Take roll. Account for all students – present; absent; in other locations; extra; missing and/or injured--using the "Missing Persons Form" supplied in the back of this packet. Once completed, send the form with a student to the line leader. The line leader forwards all completed reports from all row teachers to the row's assigned counselor. Each teacher must ensure that the form is complete.
6. If one of your students shows up after sending the form to the row leader, send that student to a security officer to be accounted for.
7. Keep the students seated until notified by security or administration. Upon the ringing of the all clear bell (3 long tones), security and/or administration will dismiss students, class by class, to return to their classrooms. Please lead your students to your class using the same escape route and procedures used to evacuate.
8. If a fire alarm sounds during lunch, teachers are to immediately assist in moving students away from all buildings and directing them to the assembly areas.

## **Flooding**

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

## **Loss or Failure Of Utilities**

Call the Control Center at 909-820-6892 or 909-841-2457

Provide assistance to others who may be unfamiliar with the space.

Do not use candles or other type of open flame for lighting.

Do not leave class or work unless told to do so by an authorized person.

Proceed cautiously outdoors or to an area that has emergency lighting.

In most cases, power will be restored shortly or you may be relocated to another area with power.

## **Motor Vehicle Crash**

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

## **Psychological Trauma**

Suicide Prevention Guidelines

### **DO**

- get to know your students as individuals and be sensitive and knowledgeable of their various family and cultural values. Different families have different thoughts and feelings about family, religion, and ways of coping with everyday stress.
- learn to recognize the clues to potential suicide: depression, helplessness, threats or words of warning, withdrawal, isolation, excessive stress, giving away possessions, performance decline, behavior changes, psychosomatic complaints, disheveled appearance, excessive talking or nervous laughter. Suicidal themes may also be prevalent in students' art work which may focus on death or other morbid subjects. Students at-risk may also appear apathetic, lethargic, bored, or extremely fatigued. At-risk generally have evidence of an exceptional amount of fear or paranoia in interpersonal relationships.
- listen and understand the feelings behind the words. Take every feeling the student expresses seriously.
- immediately refer all students you feel are suicidal or who are at-risk for self-harm to a school administrator, counselor and/or school psychologist, and school resource officer.

### **DON'T**

- worry about breaking the confidence if someone reveals suicidal plans to you. You may need to tell a secret to save a life.
- moralize or preach to the student.
- dismiss a suicide threat or challenge a student to do it.
- leave a suicidal student alone if you think there is immediate danger.
- attempt to rescue the suicidal student by yourself.
- ignore signs, ignoring confirms to the student that he/she is unloved or misunderstood.
- give false assurances that "everything will be fine."
- be misled by the student's comments that the emotional crisis has ended.
- assume the aggressive student may commit suicide over the "good," "quiet," or "obedient" student

### **Suspected Contamination of Food or Water**

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

### **Unlawful Demonstration or Walkout**

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 students to be interviewed by the media or join in the demonstration

#### **EMERGENCY RESPONSE STUDENT RIOT**

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

#### **STUDENT ACTIONS:**

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Initiate LOCKDOWN, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students



and staff.

## Emergency Evacuation Map