

Comprehensive School Safety Plan SB 187 Compliance Document

**2023-2024
School Year**

School: Junction City Elementary School
CDS Code: 53 71738 6053771
District: Junction City Elementary School District
Address: 430 Red Hill Rd.
Junction City, CA 96048
Date of Adoption: February 15, 2024

Approved by:

Name	Title	Signature	Date
Erin McCully	Board President		
Trina Stokley	Vice President		
Nancy Barnes	Clerk		
Megan Curran	Member		
Liza Wisniewski	Member		

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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 Junction City School.

Safety Plan Vision

AFFILIATION AND BONDING

The school administration desires to provide a safe and orderly environment for all employees and students. When violence is directed at an employee or student, the district takes steps to ensure that all appropriate legal measures are instituted to protect that person. Verbal abuse is never tolerated and anyone participating in the misconduct will be disciplined according to school procedures and policy.

School staff work hard to build relationships and to convey a feeling of fairness to students in order to enable them to feel safe in reporting any possible danger on campus including, but not limited to, weapons or threats against themselves, other students or staff members.

BEHAVIORAL EXPECTATIONS

Behavioral expectations will be clearly stated and modeled by staff members. All staff should send positive messages to students by modeling high moral standards and showing no favoritism.

ACADEMIC EXPECTATIONS

The Junction City School has adopted California State Standards so that academic expectations are clear and positive. All instructional staff members necessitate the efficient use of class time so that student learning can be maximized.

SUPPORT AND RECOGNITION

Junction City School staff and students will be given appropriate recognition for constructive and positive behavior frequently and publicly (when appropriate). By giving positive feedback, the administration shall show students and staff the appreciation needed to reinforce those feelings and behaviors.

REVISIONS:

SSC Approved 2-21-11, 11-13-13, 1-12-15, 2-10-20, 2-8-21, 2-8-22, 1-9-23, 1-22-24

Board Approved 3-17-11, 1-9-14, 1-8-15, 2-9-17, 1-11-18, 2-13-20, 2-11-21, 2-10-22, 2-16-23, 2-15-24

Components of the Comprehensive School Safety Plan (EC 32281)

Junction City Elementary School Safety Committee

Our safety committee consists of the Superintendent, Plant Manager, Custodian, and School Site Council/LCAP Advisory Committee, which is made of staff members, students, and parents.

Assessment of School Safety

The district's comprehensive safety plan shall be regularly reviewed and updated in order to reflect changed circumstances and to evaluate the district's progress in achieving safety goals and objectives of the district's comprehensive plan.

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

Recent research has indicated that comprehensive safe school planning can be instrumental in producing a safe school environment. The four basic principles:

1. Safe schools are caring schools. Students in safe schools feel respected and know that the people in that learning community care about their individual needs and expect them to succeed. The student's cultural heritage is respected, and there is tolerance for racial, language, physical, and ethnic differences in the school. Similarly, staff members in a safe school perceive that they are safe and that their ideas about school improvement are valued. Safe schools welcome parents and community members who share their ideas, talents, and resources in improving the school environment and make the school a valued part of the community.
2. Safe schools are built through the cooperative efforts of parents, students, teachers, classified staff, law enforcement representatives and community members.
3. Safe schools communicate high standards. Students and staff know that learning and achievement are encouraged and highly valued and that positive social behaviors are expected. They know that the achievement of each individual is valued regardless of innate academic or physical talents. The consequences for violating the rules and standards are equally clear.
4. Safe schools stress prevention, and the staff and students are prepared. Ongoing training opportunities allow students and staff to increase their ability to deal with conflict, anger, and other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards or the school's vulnerability to crime and vandalism. They also institute ongoing programs to prevent gang activity; drug, tobacco, and alcohol abuse; and other negative behaviors. Finally, because it is impossible to prevent all problems, safe schools have crisis response plans in place to deal with unforeseen emergencies.

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

With concern for the total well-being of each student, the Governing Board has directed the employees of the district to report known or suspected incidences of child abuse in accordance with state law and district regulations. District employees have been instructed to cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

This policy and regulation apply to all certificated employees of the district and any other employees designated by law as a "child care custodian" or "health practitioner" as defined by state law. (Penal Code 11165.7 and 11165.8)

The superintendent/principal has been instructed to develop and implement regulations for identifying and reporting child abuse.

The superintendent/principal has been instructed to provide training in child abuse identification and reporting for all school personnel including teachers, instructional assistants, and all other classified staff. (Penal Code 11165.7)

All employees trained in child abuse identification and reporting shall be given, as a part of that training, written notice of the child abuse reporting requirements and the employees' confidentiality rights. (Penal Code 11165.7)

Policy Reference 5141.4

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

Disaster Plan (See Appendix C-F)

The Governing Board is fully committed to preventing violence and crime on school grounds.

The superintendent/principal and staff shall strictly enforce all Board policies related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.

In order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The superintendent/principal has been instructed to develop and maintain a disaster preparedness plan, which details provisions for handling all foreseeable emergencies and disasters.

District and site plans shall address at least the following situations:

1. Fire on and off school grounds which endangers students
2. Natural or man-made disasters
3. Bomb threats
4. Attack or disturbance by individuals or groups

The Superintendent/Principal should ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis.

Items to be included in the disaster preparedness plan include the following: (Policy Reference BP/AR 3516)

1. Fire drills and fires, Policy Reference 3516.1
2. Bomb threats
3. Earthquake emergency
4. School safety and security
5. Visitors on campus BP/AR 1250
6. Weapons and dangerous instruments BP/AR 5131.7
7. Search and seizure BP/AR 5145.12

STANDARD RESPONSE PROTOCOL

Junction City School will use the Standard Response Protocol (SRP) as a uniform response to an incident at school. SRP will be used by all Trinity County schools and law enforcement in order to have the most efficient and effective response to a crisis situation. SRP is based on directives of actions applied to all scenarios and will demand specific vocabulary when communicating with all staff, students, and first responders.

The actions and vocabulary are:

- HOLD: "Hold in your room or area. Clear the walkways and Middle Room. Stay with your adult."
- SECURE: "Get inside. Lock outside doors."
- LOCKDOWN: "Locks, lights, out of sight."
- EVACUATE: "Evacuate to(a specific location)."
- SHELTER: "Shelter for a(hazard) using(safety strategy)."

Adaptations for Students with Disabilities

GUIDELINES FOR PEOPLE WITH DISABILITIES IN EMERGENCIES

Evacuation of people with disabilities will be given high priority in all emergencies. In an emergency situation, it is important that staff are familiar with the needs of people with disabilities. Whenever possible, people with disabilities will be positioned near a doorway for an easier exit.

The following guidelines are important to follow:

- Establish a buddy system. People with disabilities should prepare for an emergency ahead of time by instructing a co-worker or supervisor on how to assist in the event of any emergency.
- If assistance is not immediately available, disabled people should remain near the stairwell landing or in the elevator lobby. Rescue personnel will first check all exit corridors and stairwells for those trapped. She/he should continue to call for help until rescued.
- Individuals, who cannot speak loudly, or with voice / speech impairments, should carry a whistle or have other means of attracting attention of others.

Evacuation Policy for People with Disabilities:

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

In All Emergencies, After an Evacuation has Been Ordered:

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

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

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

- 1) Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack. Develop a “buddy system” for assistance evacuating or concealing themselves to avoid an attacker and think creatively about how to use personal assistive devices (e.g., canes, crutches, wheelchairs) as weapons if needed during an active shooter attack. “Buddies” should educate partners concerning the respective physical, psychological and communication assistance needed to increase their safety during an active shooter attack.
 - o Have an escape route and safety plan in mind specific to their respective needs;
 - o Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.
 - o Establish a “buddy system” with coworkers.
 - o Plan ahead by identifying potential areas to hide throughout their work-place prior to an incident occurring;
 - o Coordinate with management and colleagues/” buddies” ahead of time regarding the type of assistance they can provide to help with concealment;
 - o Use assistive devices or durable medical equipment to secure a hiding spot (such as parking and locking heavy wheelchairs in front of a door);
 - o Practice self-soothing techniques to remain calm and collected; and
 - o Look for improvised weapons that can be used aggressively within an individual’s ability
- 2) Institute a “roll call” system into their emergency preparedness plan as a means of accounting for all staff once they have reached a safe location or assembly point.

Include specific list of students with all-student attendance role with suggested accommodations. These persons may not be able to hear, physically comply with or cognitively understand direct commands. Law enforcement and first responders need to be informed regarding what to expect and how to communicate effectively with individuals with disabilities during and after an active shooter event. Individuals need to know that, once they have reached a safe location, they must remain in that area with law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Public Agency Use of School Buildings for Emergency Shelters

The Governing Board has designated the superintendent authorization to work with local agencies, such as the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the superintendent or principal any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

Policy Reference: BP/AR 5144.1

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

The Board desires to provide a safe and secure work place for its employees. Employees have been instructed that they may use reasonable force when necessary in order to protect themselves from attack, or to protect another person or property, or to quell a disturbance.

The superintendent/principal has been instructed to inform the teacher of any student in his/her class who has engaged in or is reasonably suspected of engaging in a dangerous act.

When informed by the court that a minor student has committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in penal Code 290, assault or battery, larceny, vandalism or graffiti, the superintendent or principal shall so inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Policy Reference: BP/AR 4158

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

The Governing Board of the district shall not tolerate any behavior by school staff members which constitutes sexual harassment of a student.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

(Education code 121.5)

For purposes of suspension and expulsion, the conduct constitutes harassment when, considered from the perspective of a reasonable person of the same gender of the victim, to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment. (Education Code 48900.2)

The superintendent/principal has been instructed to develop guidelines for the identification of sexual harassment and the investigation of complaints involving sexual harassment.

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

Education Code 35183 authorizes the Board to approve a site-initiated plan that prohibits the school's students from wearing gang-related apparel. The definition of "gang-related apparel" must be limited to apparel that reasonably could be determined to threaten the health and safety of the school environment, and the Board approving the school plan must determine that the policy is necessary for the health and safety of students. In *Marvin H. Jeglin et al v. San Jacinto Unified School District et al*, 827 F. Supp. 1459 (C.D. Cal. 1993), a federal district court held that in order to justify a gang-related dress code, there must be evidence of a gang presence at a school and actual or threatened disruption or material interference with school activity. Education code 35294.1 specifies that for the purpose of establishing a school wide dress code, gang-related apparel shall not be considered a protected form of speech pursuant to Education code 48950.

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

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code maybe included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

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

Policy Reference: BP/AR 5132

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

Under the California Tort Claims Act (Government Code 8 10-996.6), school districts are liable for their employees' failure to use reasonable care to prevent foreseeable injuries resulting from school activities. Within the scope of their employment, school staff are held to that degree of care "which a person of ordinary prudence, charged with (comparable) duties, would exercise under the same circumstances." (*Daily v. Los Angeles Unified School District* (1970) 2 Cal 3d 741, 747)

The principal has been instructed to ensure that certificated employees or paraprofessionals supervise the conduct and safety, and direct the play, of students of the school.

The principal has been instructed to ensure that certificated employees or paraprofessional supervise the conduct and safety, and direct the play, of students of the school who are on school grounds before and after school, during recess, and during other intermissions.

Teachers have been instructed to be present at the school not less than 30 minutes before the time that school starts. The principal, in cooperation with the teaching staff, shall provide for the supervision and safety of students on campus prior to the opening of the classrooms.

The superintendent or principal shall ensure that teachers, paraprofessionals and volunteers who supervise students receive instruction in the above safety practices and in supervisory techniques which will help them to forestall problems and resolve conflicts.

The governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance and reduce tardiness. The extent to which the district provides for transportation services shall depend upon student and community needs and a continuing assessment of financial resources.

The superintendent/principal shall recommend to the Board the most economical and appropriate means of providing transportation services.

The superintendent/principal shall develop procedures to promote safety for students traveling in school activity vans.

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

Component:

Characteristics of Students and Staff

Elements:

ETHNIC/CULTURAL DIVERSITY

All backgrounds of students are acknowledged, respected and incorporated in the school curriculum and activities. District programs and activities are free from discrimination with respect to sex, race, color, religion, national origin, or ethnic group. All staff are highly sensitive to their obligation not to interfere with the philosophical/religious development of each student, in whatever tradition the student embraces. Curriculum and activities are created to help students realize the value of individual ethnic and cultural differences.

BP/AR 5145.3 Nondiscrimination/Harassment

Bilingual and English-as-a-second-language (ESL) programs are utilized when we have enrolled students who do not use English as their primary language.

LIFE EXPERIENCES OF STUDENTS AND STAFF

Social service support systems are coordinated with school to provide needed services. Junction City School coordinates social service support systems through the school by providing needed services (e.g. food, clothing, shelter, protective services, parenting classes, support groups) either by using in place school programs such as Social Emotional Learning (SEL), Student Senate/Club Live, ASES, school counselors, liaisons and nurses or by referral to outside support systems such as the local health department, Child Protective Services and the Human Response Network.

To address issues relevant to the student body, Junction City School employs the expertise of support services such as the Trinity County Office of Education, Human Response Network, Behavioral Health, and the Trinity County Tobacco Education Department to hold classes during school to address such issues as violence, gangs, drugs and family structures. The school also utilizes known artists and other people in the community that have a unique and/or special talent that they can share with the students to enrich their education.

STAFF EXPERTISE

Staff receive ongoing in-service training to meet the changing needs of the student body. (e.g. training in conflict resolution, anger management, cultural awareness, ADHD, students with disabilities, students with severe emotional/behavior problems, alcohol, and other drug use prevention, and child abuse reporting requirements)

BP 4131 Staff Development-Certificated Employees

BP/AR 4158 Employee Security

BP 4231 Staff Development-Classified Employees

BP/AR 5141.4 Child Abuse Reporting Procedures

PHYSICAL HEALTH CONCERNS

Junction City School has instructional programs in place which are geared specifically to nutrition, alcohol, tobacco and drug abuse prevention, and AIDS and other communicable diseases. The school also utilizes the services offered by Trinity County Public Health, Human Response Network and Trinity County Office of Education for prevention and intervention programs for students and their families.

BP/AR 5131.6 Alcohol and Other Drugs

BP/AR 5131.62 Tobacco

BP/AR 6142.1 Family Life/Sex Education/HIV and Aids Prevention Instruction

Junction City School coordinates with the Trinity County Office of Education to ensure that severely emotionally disturbed (SED) students and others who have physical disabilities or difficulty adjusting to the student environment receive appropriate educational services. These programs/services include counseling for both the students and families, Individualized Education Programs (IEP), Resource Specialists, and trained paraprofessionals when needed. Alternative placement in a nonpublic nonsectarian school or agency is available after all other possibilities have been exhausted.

AR 5144.2 Suspension and Expulsion/Due Process (Individuals with exceptional needs)

BP/AR 6159 Individualized Education Program

BP/AR 6159.2 Nonpublic Nonsectarian School or Agency Services for Special Education

Component:

The School's Physical Environment

Elements:

SCHOOL LOCATION

The school is not in close proximity to businesses and commercial centers, but is still an integral part of the community through its role in community activities. Junction City School encourages community participation, volunteer assistance and other school-connected organizations. Our ASES and School Site Council encourage ALL community members to become involved with the school by participating in the many activities offered throughout the year.

BP 1112 Media Relations

BP/AR 1240 Volunteer Assistance

Junction City School is located on a two-lane rural road, miles from commercial areas which keeps safety hazards such as toxins or heavy traffic from impacting our school. The school, instead of seeking the cooperation of nearby businesses (since there is only one), employs the help of community members, the Sheriff's Department and Probation Department to obtain information on possible student crimes and truancy.

BP 1400 Relations Between Other Governmental Agencies and the Schools

SCHOOL GROUNDS

Junction City School campus consists of only three buildings; the main classrooms and offices, the ASES building, and the gym/cafeteria. To keep our students supervised, safe, and maintain an orderly environment, the campus is "closed" during school hours. Once students arrive at school, they must remain on campus until the end of the school day unless they have brought written authorization from their parents/guardians and received permission from school authorities to leave for a specific purpose. Students who leave campus without such authorization are classified as truant and will be subject to disciplinary action.

The school is committed to keeping the school safe from intruders and requires all visitors to register in the office upon coming on campus. All staff members are trained on what action to take if they observe a stranger on campus and when and how to get help from law enforcement authorities when necessary.

BP/AR 3516 Emergencies and Disaster Preparedness Plan

Junction City School places a high priority on safety and on the prevention of student injury.

The school campus, except for designated parking areas, is surrounded by a chain link fence with locked gates. Vehicles do not have access to school grounds. Staff ensures that certificated and classified employees are constantly supervising the conduct and safety of students who are on school grounds before and after school, during recess, and during other intermissions.

When physical conditions exist that could lead to accidental harm (damaged playground equipment, fences, lights, or broken glass) the maintenance person is contacted to correct the damage immediately.

Junction City School does not have a swimming pool. All areas, except the gym are carpeted to protect against slipping and there are no stairs. On the playground where recreational equipment is present there is OSHA approved landing material (coarse wood fiber) to protect against falls from the equipment. The landscape design does not allow for any climbing as there are no trees or structures on which the students could climb to dangerous heights.

The Governing Board and Staff at Junction City School consider vandalism a very serious matter. Any damage caused, including the writing of graffiti, is given priority attention and corrected as soon as possible.

BP 5131.5 Vandalism, Theft and Graffiti

SCHOOL BUILDINGS AND CLASSROOMS

Junction City School buildings and classrooms were built in 1990. They are very well maintained, free of physical hazards and attractive. All buildings are equipped with an alarm system connected to the local law enforcement authorities to prevent off-hour criminal activities. There is also an external video surveillance security system in place to further prevent off-hour criminal activities.

All classrooms have an appropriate amount of space for student-teacher ratio. All educational staff members take pride in appropriately decorating their classrooms, the STEM Lab and Middle Room to make them appealing to the eye and to generate student interest.

INTERNAL SECURITY PROCEDURES

School crime is consistently recorded by the Superintendent in compliance with state law. All crime data is compiled and this information is submitted regularly to the State Department of Education. Copies of any crime reports are always available to the public upon request.

To protect valuables and equipment, the school maintains an up-to-date inventory of all valuable assets. All assets are tagged with inventory tags and recorded in the fixed asset inventory with all identification information (description, serial number, date of acquisition, current location). All valuables and equipment are stored in secure locations within the school to prevent theft. At the end of each year a physical inventory is taken to ensure that all valuables are on campus.

Junction City School has an average staff to student ratio of one staff member for every 10 students. The campus is small and therefore the staff is used as effective monitors and there is no need to recruit outside help.

The school recognizes that district facilities are a community resource whose primary purpose is to be used for school programs and activities and that school facilities provide an important link between district and community. Because of this belief, the school authorizes the use of school facilities without charge by nonprofit organizations, and clubs or associations organized to promote youth and school activities. Junction City School has a "Facility Use Permit" which allows any community group to use the school facilities during off-hours, so long as they submit a statement of information indicating that the organization upholds the state and federal constitutions, carries appropriate insurance, and does not intend to use school premises to commit unlawful acts.

BP/AR 1330 Use of School Facilities

BP/AR 3530 Risk Management/Insurance

To maximize crime prevention efforts, Junction City School collaborates with the Trinity County Sheriff's Department, which patrols regularly.

Junction City School maintains policies and procedures to follow during human emergencies and natural emergencies. All school personnel and students receive training to respond quickly and responsibly to emergencies, disasters, and events that result in a disaster. Junction City School also provides continuous training to staff members throughout the school year on other safety issues.

BP/AR 3516 Emergencies and Disaster Preparedness Plan

AR 3516.1 Fire Drills and Fires

AR 3543 Transportation Safety and Emergencies

BP 5145.12 Search & Seizure

BP/AR 5131.7 Weapons and Dangerous Instruments

Component:

The School's Social Environment

Elements:

LEADERSHIP

The principal/superintendent provides strong leadership and vision for school achievement, establishes positive style and tone, and sets direction for the school.

The Junction City School administration believes that shared decision making at the site level can be the key to improving education. Staff, students, parents, and community members are encouraged to be involved in a partnership to assist in designing, implementing, monitoring and evaluating plans which respond to the school's unique needs and which also coincide with district goals. Throughout the year, our principal/administrator seeks out ideas and suggestions from certificated and classified staff members along with the students, parents and community members as evidenced by the strong School Site Council, numerous staff meetings, and constant communication with parents and community members.

The Junction City School administration recognizes the importance of staff attitudes toward and treatment of students and parents and because of this personally models and expects staff to demonstrate responsiveness, respect, consideration and sensitivity. The principal/superintendent is always readily available to parents, students, staff and community members.

The principal/superintendent is actively involved in all curricular matters. She fosters teamwork by requiring all certificated staff members to take part in the establishing of performance standards and the articulation of curriculum throughout each grade level in the school. Also, when needed, she coordinates a student success team for students who need an Individualized Education Plan.

SCHOOL SITE MANAGEMENT

The Junction City School administration believes that shared decision making at the site level can be the key to improving education. Staff, parents, and community members are encouraged to be involved in a partnership to assist in designing, implementing, monitoring and evaluating plans which respond to the school's unique needs and which also coincide with district goals.

The school site council participates in setting goals and has input in budgeting financial resources to reach those goals. Community members are always encouraged to provide input that would improve any aspect of the school. In addition, student success teams are employed to set individual goals for students when necessary.

Junction City School, in conjunction with the Trinity County Office of Education, provides services such as counseling, health evaluation, and referrals to help meet the needs of students and families. Educational resources such as tutors are also always available to any student who needs extra academic assistance to be successful.

CLASSROOM ORGANIZATION AND STRUCTURE

Junction City School believes that a quality education can only happen in an orderly learning environment that provides an opportunity for each student to develop the concept of self-worth, self-discipline, and a positive attitude towards responsible citizenship. Part of the school curriculum focuses not only on the mastery of basic skills, but also fosters an awareness and understanding of our country's history, ideals, diverse ethnic, racial, and cultural heritage while developing student capability for emotional development, anger management, choices, refusal skills, social expectations, career decisions, goal setting, and effective communication and relationships.

BP 0200 Goals for the School District BP/AR 5113 Absences & Excuses

Learning styles of students are constantly assessed and appropriate instructional strategies employed to accommodate varying styles. Student assessment is used to help students, parents and teachers to identify each student's academic strengths and progress as well as areas needing improvement in order to enhance teaching and learning.

It is recognized by school staff that class time should be dedicated to student learning and that classroom interruptions that are not related to the educational program should be kept at an absolute minimum. To ensure that classroom interruptions are minimal, any messages to teachers or students are distributed in writing and are only delivered during recess, except in the case of an emergency. School maintenance operations involving noise or classroom disruption are performed after school hours and school visitors and observers come through the office to make sure that their entry into classrooms are at a time that will not disrupt the education of students.

BP/AR 1250 Visitors/Outsiders

Curriculum is developed in a way that encourages students to work together through cooperative learning techniques. All staff members observe closely at all times to ensure that students are not permitted to victimize more vulnerable students. Any student who engages in this behavior is quickly and appropriately dealt with, which deters other students from participating in this unwanted behavior.

BP/AR 5144.1 Suspension and Expulsion/Due Process

DISCIPLINE AND CONSEQUENCES

Junction City School provides for the fair and equitable treatment of students facing disciplinary action by affording them not only their due process rights under the law, but by clearly disseminating academic and behavioral expectations and the related consequences to students who choose to deviate from them. Written dissemination of these expectations and consequences occur through the distribution of the "Junction City School Student Agreement", "Parent-Student Handbook" and the "Parent's Rights Handbook." Verbal dissemination is accomplished through certificated staff discussions with their class. All staff members are trained by administration to understand behavioral expectations and what action to take when student misconduct occurs so that they may respond fairly and consistently. There are existing policies in place regarding behavioral discipline and academic expectations to ensure that staff members follow consistent procedures.

When criminal behavior on school campus occurs, the administrator notifies the appropriate county law enforcement authority if necessary. The school policy "Suspension and Expulsion/Due Process" clearly defines when and how to notify law enforcement authorities.

Disciplinary policies have been developed jointly by the administrator and classroom teachers at the school. These policies were developed under the belief that positive conflict resolution techniques should be used to avoid unnecessary confrontations and when misconduct occurs, that the staff shall make every effort to identify and correct the cause of the student's misbehavior rather than focus solely on the symptoms of the problem.

Junction City School Student Agreement
BP 4118 Suspension/Disciplinary Action
BP 4218 Dismissal/Suspension/Disciplinary Action
BP/AR 5131 Conduct
BP/AR 5132 Dress & Grooming
BP/AR 5144.1 Suspension and Expulsion/Due Process
BP/AR 5145.7 Sexual Harassment

PARTICIPATION AND INVOLVEMENT

Junction City School facilitates partnerships between the school and parents, students, staff and community members through a school improvement program administered by the Junction City School Site Council. Parents and community members are recruited to help in the development of all aspects of school improvement, from curriculum to school beautification. The school believes that keeping students, parents and community members involved helps strengthen the feeling that what happens at the school is "their" concern. To maintain involvement, the school maintains a constant level of communication through all-calls, newsletters, the marquee sign, notices and verbal communication.

The school uses the resources of many community support agencies such as mental health, child protective services and juvenile probation department.

School staff recognize that parents are their children's first and most influential teachers and that continued parental involvement in the education of children greatly contributes to student achievement and conduct. Administrators and teachers keep parents well informed about school expectations and encourage parents to serve as volunteers in the school.

BP/AR 1240 Volunteer Assistance
BP/AR 6020 Parent Involvement

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

Junction City Elementary School Student Conduct Code

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

The superintendent or designee shall ensure that Junction City School develops standards of conduct and discipline consistent with board policies and administrative regulations. Students and parents shall be notified of district and school rules related to conduct.

Conduct Code Procedures

The Governing Board established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Except where suspension for a first offense is warranted in accordance with the law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the superintendent/principal any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

(J) Hate Crime Reporting Procedures and Policies

Hate crimes are not tolerated at Junction City School. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation. In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior. The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(K) Opioid Prevention and Life-Saving Response Procedures

The District provides naloxone hydrochloride, commonly known as Narcan, to school nurse and trained personnel who have volunteered and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

The County Office of Education school nurse shall obtain from an authorizing physician and surgeon a standing order specifying the quantity of naloxone hydrochloride or another opioid antagonist to be furnished.

Pursuant to California Education Code 49414.3, the district will utilize naloxone hydrochloride or another opioid antagonist for emergency aid and shall distribute a notice at least once per school year to all staff that contains a description of the training that the volunteer will receive.

Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Opioid overdose Protocol:

For known/suspected opioid overdose or signs of life-threatening emergency, such as:

- LUNGS: Slow, shallow, erratic or no breathing, snoring, or choking with gurgling rattle
- PULSE: Slow, erratic, or not present
- MENTAL STATUS: Unconscious, minimally responsive, limp body, unresponsive to painful stimuli
- SKIN: Pale, blue, gray or ashen color, clammy face, blue or purple lips or nail beds

Steps to take:

1. Determine if the person is conscious or unresponsive-shake, shout, perform sternal rub
2. Activate school emergency response and call/ask someone to call 911. State the person is not breathing
3. Provide CPR/Rescue Breaths/AED for an unresponsive victim
4. Administer opioid antagonist per manufacturer's instructions
5. If breathing, roll person on their side and monitor breathing/pulse until EMS arrive

6. If no response in 2–3 minutes, place person on back and give a second dose of intranasal naloxone.
7. Monitor and support the patient until EMS arrives and assumes care of the patient.
8. Notify parent/guardian and school nurse.
9. Report administration of naloxone as indicated in school policy.
10. Debrief at site level following event.

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

Dangerous, Violent, or Unlawful Activity

The Governing Board is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.

The Superintendent or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt the normal operations on campus, threatens the health or safety of anyone on school property, or causes or threatens to cause damage to school property.

The principal or designee will follow Disruptions Policy BP/AR 3515.2 and direct an individual to leave school grounds if 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. All persons who refuse to comply with the Disturbance Policy or who appear to be dangerous intruders will be treated as intruders.

ALL INTRUDERS WILL BE TREATED AS ARMED AND DANGEROUS

Depending on the situation, follow the Standard Response Protocol to determine the appropriate response.

Depending on the situation, notification will come over the intercom using the following message:
“ HOLD, SECURE, LOCK DOWN or EVACUATE/RUN”

Principal or designee calls 911.

All communication will be between law enforcement and the administrator in charge. The intercom and telephone should not be used unless a teacher has information about the location of the intruder and can safely report this information to the office.

Wait for further instructions from the administrator or law enforcement.

Safety Plan Review, Evaluation and Amendment Procedures

The School Site Council/LCAP Advisory Committee, in conjunction with the School Board, the administration and the staff, has the responsibility to write and develop a Comprehensive Safety Plan relevant to the needs and resources of Junction City School. The district's comprehensive safety plan shall be regularly reviewed and updated during monthly meetings in order to reflect changed circumstances and to evaluate the district's progress in achieving safety goals and objectives of the district's comprehensive plan.

Safety Plan Appendices

Emergency Contact Numbers

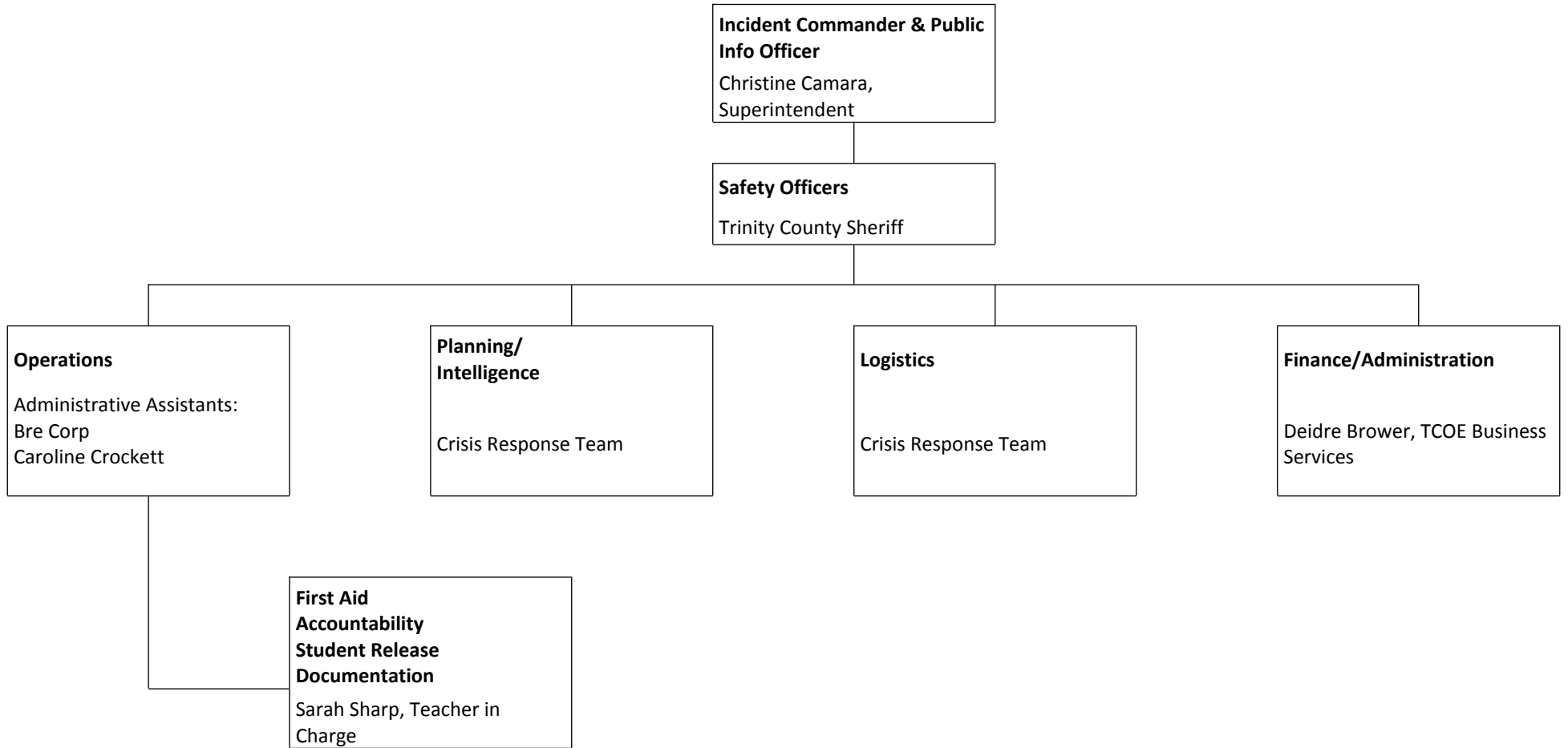
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	CHP / Trinity County Sheriff/Trinity Life Support	911	
Public Utilities	Trinity PUD	530-623-5536	
Local Hospitals	Trinity Hospital	530-623-5541	
School District	Trinity County Office of Education	530-623-2861	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Committee / School Site Council / LCAP Advisory Committee Meetings	3rd Monday of Month 4:00pm	See agendas/minutes on record
JCESD Board Meetings	3rd Thursday of Month 4:00pm	See agendas/minutes on record

Junction City Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft Crash

Immediately following an aircraft disaster during school hours, the following actions shall be taken using the Standard Response Protocol:

1. If building evacuation is appropriate, the principal or designee shall use the Standard Response Protocol for EVACUATION and sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the disaster until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Animal Disturbance

Attack or Disturbance by Animal on Campus

Animals, such as wild animals and stray pets will be treated as a threat and as dangerous.

Standard Response Protocol will be initiated to HOLD or SECURE.

Notification will come over the intercom using the following message:
"Animal on campus, everyone should remain indoors."

If students are outside the building, staff will get everyone inside the building ASAP.

SHUT ALL DOORS

COLLECT AND ACCOUNT FOR ALL STUDENTS

NO ONE LEAVES THE BUILDING

Principal or designee calls 911. All staff and students remain indoors.

All communication will be between law enforcement and the administrator in charge. The intercom and telephone should not be used unless a teacher has information about the location of the animal and can safely report this information to the office.

UNDER NO CIRCUMSTANCE SHOULD THE STUDENTS BE ALLOWED OUT OF THE BUILDING UNTIL THE SITUATION HAS BEEN RESOLVED.

Wait for further instructions from the administrator or law enforcement.

Armed Assault on Campus

PURPOSE:

This policy and procedures are intended to provide guidance in the event an individual is actively shooting persons at the school site and to comply with the applicable regulations of the Occupational Safety and Health Administration (OSHA).

POLICY:

It is the policy of Junction City School to provide an active shooter emergency response plan to alert employees that an active shooter appears to be actively engaged in killing or attempting to kill people at the school site. Our active shooter response plan is based on giving employees authority to make crucial decisions that will save lives. School shootings typically end within just a few minutes, before law enforcement arrives.

DEFINITIONS:

For purposes of this policy: An active shooter is defined as a person or persons who appear to be actively engaged in killing or attempting to kill people on Junction City School's grounds. In most cases active shooters use firearm(s) and display no pattern or method for selection of their victims. In some cases, active shooters use other weapons and/or improvised explosive devices to cause additional victims and act as an impediment to police and emergency responders. These devices may detonate immediately, have delayed detonation fuses, or detonate on contact.

A Lockdown may be a component of any emergency but is not an automatic response to an active shooter killing students and staff on campus. Instead, it is recommended you RUN, HIDE, or FIGHT.

PROCEDURES:

1. The first employee to identify an active shooter situation will ALERT others at the site using Standard Response Protocol (SRP). Use the loudest, most wide-ranging form of communication available. At Junction City School, we will use our phone intercom system.

Do not use the fire alarm.

- Speak in plain language, using the words ACTIVE SHOOTER.
- Location of the incident.
- Physical description of the shooter(s).
- Type of weapon (if known).

2. Any employee who is at a location distant and out of immediate threat from the active shooter will immediately call 911 to INFORM them of all details available.
3. The phone call to 911 (from the area where the caller is safely concealed) should provide the following information to the 911 operator:
 - a. Description of shooter(s) and possible location.
 - b. Number and types of weapons.
 - c. Shooter's direction of travel.
 - d. Location and condition of any victims.

POTENTIAL RESPONSES:

In response to an active shooter event there will be three potential courses of action. Employees are granted the authority to choose the course of action that they feel will result in the best outcome for them and their students.

You can choose to RUN, HIDE, or if necessary FIGHT.

RUN (SRP for Evacuate)

If there is an accessible escape path, attempt to evacuate the premises, following these recommendations:

1. Have an escape route and plan in mind that will get you and your students out of danger.
2. Assist children or others who cannot run to the best of your ability.
3. Leave your belongings behind.
4. If not in charge of students, evacuate regardless of whether others agree to follow.
5. Prevent others from entering an area where the active shooter may be.
6. Keep your hands visible.
7. Follow the instructions of any Police Officers/First Responders.
8. Do not attempt to move wounded people.
9. Call 911 when you are safe.
10. Go to the pre-arranged site(s) agreed upon for your site. If on foot, walk to Chagdud Gonpa. If being transported in vehicles, go to the Trinity County Office of Education.

HIDE (SRP for Secure, Lockdown)

If evacuation is not possible, find a secure place to hide where the active shooter is less likely to find you or be able to directly engage you. Follow these recommendations:

IF AN ACTIVE SHOOTER IS NEARBY

1. Lock the door and barricade with all heavy furniture and equipment in the room.
2. Silence cell phones and keep students quiet. Dial 911 so the operator can listen to what is going on, even if you cannot talk.
3. Turn off any source of noise: Radios/TV/Learning devices.
4. USE COVER (anything that will protect you from bullets): Full bookcase, masonry wall, heavy desk, etc. and stay low.
5. USE CONCEALMENT (anything that will protect you from being seen): darkness, desks, chairs, doors. Stay away from doorways and windows that can be seen through.
6. Have a plan for an alternate means of escape if possible (through a window, adjoining room, etc). Use your escape route as soon as you determine it will enhance your survivability. See RUN above.

IF AN ACTIVE SHOOTER IS VERY CLOSE

Lock the door if possible but do not make noise moving items in the room to barricade the door. Follow all the other recommendations above. Get ready to RUN or FIGHT if the shooter gains access.

FIGHT (SRP for Shelter)

If it is not possible to Run or Hide and you are confronted face-to-face with an active shooter then you may choose to distract or incapacitate the shooter long enough to increase survivability for yourself and your students. Follow these recommendations:

1. Act as aggressively as possible against the shooter.
2. Yell, create confusion, and distract the shooter in any way possible.
3. Throw items at the shooter.
4. Use improvised weapons (spray with a fire extinguisher, hit with objects, trip, block or hit with chairs and desks).
5. Help others when possible if you see them attempting to incapacitate the shooter.
6. Ensure students are evacuating as rapidly as possible from the active engagement area.
7. Once started, commit yourself to the defensive physical actions.

LAW ENFORCEMENT RESPONSE

Law enforcement personnel will arrive to respond to the emergency. Follow these recommendations:

1. Comply with all police instructions. The first responding officers will be focused on stopping the active shooter and that is all. As others arrive they will be clearing areas for follow-on emergency and medical teams.
2. Remain calm, do what you are told without arguing or second-guessing. If you have information about additional shooters or hazards inform them clearly.
3. Put down any items in your hands, raise your hands when coming in contact with officers.
4. Keep your hands visible at all times.
5. Avoid making quick movements toward officers. Do not try to hold on to them or get close to them for safety.
6. Avoid pointing, screaming, yelling.
7. If you find a weapon or have taken a weapon from an active shooter DO NOT carry it out in your hands. If safe, leave it where it is. If it is not safe to leave it where it is then attempt to put in a safe location, or bring out in a small container such as an office trash can. Put it down as soon as you see law enforcement and tell them what it is.
8. When evacuating, go the direction the officers are coming from. Do not ask for directions or help.

When appropriate, be able to provide information that you know:

1. Number of shooters.
2. Identity and description.
3. Number of victims you saw and location.
4. Type of problem that caused the situation.
5. Type and number of weapons possibly in the possession of the shooter.
6. Number and location of individuals still in the building or in danger.
7. Keys, codes, or access information to all areas.

POST-INCIDENT ACTION

When the police have determined that the active shooter emergency is under control, an "ALL CLEAR" will be given. You may not be allowed back into the school.

1. Medical Assistance:

- a. Ensure first aid is applied as soon as possible, when in a safe area.
- b. Treat severe bleeding and life-threatening wounds first.
- c. Enlist all available help to prevent loss of blood, shock, and other trauma conditions.
- d. Report all injuries to medical authorities on site as soon as possible.
- e. For non-emergency employee injuries, contact the SIA Early Intervention Nurse at 1-877-742-3467 for treatment instructions. In emergency medical situations, call the number as soon as you can following treatment to ensure your Workers Compensation Benefits are engaged.

2. Accountability:

- a. If in charge of students, attempt to gain accountability as soon as possible.
- b. Communicate your status and the accountability of your students by roll call taken at evacuation location, and report to administrator and/or incident command.
- c. Students will be returned to parents in the following manner: An all-call message will be sent to all parents with the details of where/how/when students will be returned to parents.

3. Counseling:

- a. Following an active shooter event, counseling and support will be provided.
- b. Employees and family members can contact the Employee Assistance Plan for additional resources. Members of Shasta-Trinity Schools Insurance group can go online to anthemeap.com, and enter SISC to log in to arrange free counseling sessions and other help.

4. OSHA. In the event there is a fatality or an employee is hospitalized for treatment, OSHA must be notified. If there is a fatality, OSHA must be notified within 8 hours. In the event of a hospitalization, OSHA must be notified within 24 hours. Human Resources/Office personnel will ensure that the SIA Early Intervention Nurse has all the information needed to make this report on the district's behalf.

5. Media. The district will designate a representative(s) who will respond to any media requests for information. The

representative(s) will carefully consider the nature of any such requests to avoid disclosing confidential and/or protected information that is protected by Federal and State privacy and medical information laws and regulations. Care will be taken to avoid relaying information that could interfere with any ongoing federal or local law enforcement or district investigation.

REFERENCES:

US Department of Homeland Security Active Shooter How-To-Respond, October 2008
US FBI Active Shooter Planning and Response in a Healthcare Setting, April 2015
ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute Active Shooter Response Procedures, 2016
www.alicetraining.com
WORKPLACE VIOLENCE - ACTIVE SHOOTER RESPONSE, Mark A. Lies, II. www.seyfarth.com
Standard Response Protocol K-12, I Love U Guys Foundation, 2023

COORDINATION:

This policy has been coordinated with the local organizations:

Sheriff: 530-623-2611

California Highway Patrol: 530-623-3832

Child Welfare (CPS): 530-623-1314

Trinity Life Support: 530-623-2500

Biological or Chemical Release

Chemical Accident

Immediately following a chemical disaster during school hours, the following actions shall be taken using the Standard Response Protocol:

1. If building evacuation is appropriate, the principal or designee shall use the Standard Response Protocol for EVACUATION and sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the disaster until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education

d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Bomb Threat/ Threat Of violence

Bomb Threat

In the event of a bomb threat during school hours, follow the Standard Response Protocol to EVACUATE:

1. The principal or designee shall sound fire signals.
2. The principal or designee shall call 911.
3. Students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In outside assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the threat seems imminent, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

10. The principal or designee shall ensure that law enforcement performs a thorough search of the premises, clears the school premises of any unsafe devices, and declares the building safe to reoccupy.

Bus Disaster

Junction City School does not have school buses. However, there are school vehicles that are used for field trips.

Accidents in District Vehicles:

If there is an accident in a district vehicle, the driver will stop the vehicle at the scene or as close as is safe. Once the driver's safety is secured, the adult will attend to the passengers. The driver will call 911 if there are injuries, and immediately attend to the injured passengers. The driver will also call 911 if there is damage, if there is a disagreement over the accident, or if the situation feels unsafe. The driver will also contact the school office and report the accident. The school office staff will contact the parents of the students who are involved in the accident. The office staff will also arrange to pick up the driver and passengers with another school vehicle that is determined to be safe.

Disorderly Conduct

Disorderly Conduct

The principal or designee will follow Disruptions Policy BP/AR 3515.2 and direct an individual to leave school grounds if 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. All persons who refuse to comply with the Disturbance Policy or who appear to be dangerous intruders will be treated as intruders.

ALL INTRUDERS WILL BE TREATED AS ARMED AND DANGEROUS

Depending on the situation, follow the Standard Response Protocol to determine the appropriate response.

Depending on the situation, notification will come over the intercom using the following message:
“ HOLD, SECURE, LOCK DOWN or EVACUATE/RUN”

Principal or designee calls 911.

All communication will be between law enforcement and the administrator in charge. The intercom and telephone should not be used unless a teacher has information about the location of the intruder and can safely report this information to the office.

Wait for further instructions from the administrator or law enforcement.

Earthquake

Earthquake

At the first sign of an earthquake during school hours, the staff will instruct the students to follow the Standard Response Protocol to SHELTER:

For students inside the building:

1. Take cover under a table or desk
2. Drop to their knees
3. Protect their heads with their arms
4. Face away from the windows
5. Wait for further instructions

For students outside the building:

1. Walk away from buildings, trees, poles, playground equipment, or wires
2. Drop to their knees
3. Cover as much skin surface as possible
4. Close eyes
5. Cover ears
6. Wait for further instructions

Immediately following an earthquake during school hours, the following actions shall be taken:

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. The principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.

9. No one shall light any stoves or burners after the earthquake until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Explosion or Risk Of Explosion

Explosion

In the event of an explosion or risk of explosion during school hours, follow the Standard Response Procedure to EVACUATE:

1. The principal or designee shall sound fire signals.
2. The principal or designee shall call 911.
3. Students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In outside assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the threat seems imminent, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

10. The principal or designee shall ensure that law enforcement performs a thorough search of the premises, clears the school premises of any unsafe devices, and declares the building safe to reoccupy.

Fire in Surrounding Area

Fire From an External Source (Forest Fire)

When a fire is discovered near any part of the school during school hours, follow the Standard Response Procedure to EVACUATE:

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym.
2. The principal or designee shall call 911.

3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the fire is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran’s Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Fire on School Grounds

Fire on School Grounds

When a fire is discovered in any part of the school during school hours, follow the Standard Response Protocol to EVACUATE:

1. The principal or designee shall sound fire signals.
2. The principal or designee shall call 911.
3. Students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In outside assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the fire is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran’s Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Flooding

Flood

When floodwaters are threatening any part of the school during school hours, follow the Stand Response Protocol to EVACUATE:

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.

3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. If the flood is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Loss or Failure Of Utilities

Loss or Failure of Utilities

When there is a loss or failure of utilities during school hours, follow the Standard Response Protocol to determine the appropriate response:

1. The principal or designee shall call the appropriate utility company, or if necessary, call 911.
2. If the loss of utilities is not a hazard, and is temporary, the principal or designee will notify parents of the temporary outage, but will keep school in session.
3. If the loss of utilities is not a hazard, but will be for more than an hour, school will be closed for the day, and if students are at school, their parents will be called to pick them up.
4. If the loss of utilities is a hazard, and building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not appropriate, the principal or designee shall instruct all students and staff to stay in the classrooms, or convene in the gym or another safe location within the school.
5. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
6. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
7. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
8. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
9. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
10. If the principal believes that the loss of utility is a hazard, she shall call parents to come pick up their students, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be either picked up by their parents or taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

13. The principal will ask the county building inspector to check for structural failure and equipment adequacy to determine if the building can be occupied. The principal is responsible to take further action to correct any inadequacies.

Motor Vehicle Crash

Motor Vehicle Crash on Campus

Immediately following a motor vehicle crash on campus during school hours, follow the Standard Response Protocol to determine the appropriate response:

1. If building evacuation is appropriate, the principal or designee shall sound fire signals. If evacuation is not safe, the principal or designee shall instruct all students and staff to convene in the gym or another safe location within the school.
2. The principal or designee shall call 911.
3. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
4. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
5. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
7. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
8. In the case of structural damage to the school, the principal or custodian shall inspect all buildings for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. No one shall light any stoves or burners after the disaster until the area is declared safe.
10. If the principal believes the school is damaged sufficiently to be a hazard, she shall ask the county building inspector to check for structural failure and equipment adequacy, and the building shall not be occupied.
11. If the damage is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

12. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

Pandemic

Plan for a Pandemic

Goals:

- Be prepared for the unpredictable nature of pandemics
- Limit the number of illnesses
- Reduce the spread of the virus within school facilities
- Preserve continuity of essential school functions
- Minimize educational and social disruption
- Minimize economic and academic losses
- Work with local and state health departments to coordinate pandemic plans

Preparation:

- Ensure that staff members understand early detection.
- Have a separate room prepared for sick children who may wait there to be transported home. Locate the room in a place where others do not regularly pass. If you have face masks, you may want to give them to these children to help contain the spread.
- Determine procedure for reporting any children exhibiting signs of illness to the TCOE county nurse and/or Public Health Nurse.
- Maximize communication with parents and school community related to health and safety and any pandemic episode. Educate about what each person can do to prepare or respond to minimize health risks. Information can be disseminated through parent letters, website postings, school newsletters or all-call systems.
- Consider how to keep school running if staff become sick or must care for sick family members: How many substitutes do you have? Which employees can cover for others? If your cook becomes sick, can you feed children another way? Do you have curriculum available and/or prepared if children have to be combined into fewer classrooms with a larger grade span?
- Plan how to educate students with online curriculum or through interactive virtual sources or independent-study packets if the school must close for an extended period of time. Are there enough Chromebooks to go around? Do you have a loan policy for such equipment if it is used in your plan?
- How many of your students rely on school meals to provide their basic nutrition? Consider how to provide meals to students if the school is closed.
- Consider how fieldtrips can be postponed or canceled if necessary.
- Consider your work-from-home and sick leave policies. Can essential business staff work from home to avoid getting sick and continue essential duties? If a staff member is sick and is staying home to avoid spreading the disease, but they feel well enough to work, will you allow it? Can sick teachers work from home on curriculum for their students who are being taught by someone else and get paid for it? How will they document their time?
- If an illness is confirmed in a student or staff member from your school, will you close school for a day to do a thorough cleaning or is everyday cleaning enough?

Prevention:

- Consider postponing or eliminating “perfect attendance” awards, incentives, and celebrations.
- Ensure that staff, students and visitors are educated and trained in preventative measures such as respiratory etiquette and universal precautions.
- Place reminders around the school (including entrances, notice boards, meeting rooms and restrooms) hand hygiene, covering coughs and sneezes, washing hands after using tissues, using no-touch trash cans, not touching eyes, nose, mouth, and student spacing.
- Consider having all staff and students wash hands as soon as they arrive at school.
- Ensure that all personnel are informed with latest developments of any pandemic episode.
- Post notices at all entry points asking all visitors not to enter if they have symptoms of influenza, Covid-19, or other virus symptoms. If parents are sick and have arrived to pick up children, consider asking them to phone in to the office from the parking lot, if possible, or meet them at the door with children to be sent out.
- Space students’ desks three (3) feet apart.
- Consider canceling gym classes, assemblies or other events or classes where large amounts of people are in close proximity.
- Discourage prolonged congregation in the hallways, lunch rooms, etc.
- Closely monitor attendance of students and staff and report findings to the Trinity County Public Health Department at 623-6209 or the Public Health Nurse’s direct line at 623-8224.
- As a last resort and in consultation with public health officials, dependent upon the significance of the outbreak, consider if/when the school will close. School closures may actually increase disease transmission if not orchestrated correctly. Send out communication and guidance to the community that closing schools is a last resort and is only effective for disease containment if the staff and students are directed to stay at home during the school closure.
- Clean to prevent the spread of disease:
- Ensure extra supplies of tissues, hand sanitizing gels, soap and water, disinfecting wipes and other cleaning supplies as well as no-touch trash cans are available for employees and students within easy reach. Disinfecting shared work areas, counters, railings, door knobs and inside vans should be performed more frequently.
- Filters of air conditioning systems should be cleaned and changed frequently
- Telephones should not be shared if at all possible.

- No special cleaning products are required, just increase the frequency of general cleaning with a focus on areas that are often touched such as doors, light switches, telephones, copy machines, keyboards.
- Where operationally possible, during the day increase ventilation to the facility to decrease spread of disease and following each school day the school may be thoroughly ventilated and cleaned (either opening all doors and windows or turning up the air conditioning/heating systems.)

Psychological Trauma

In the event of psychological trauma on campus, the school counselor and school psychologist will be called to work with the principal on an appropriate response to the situation. In the case of an emergency, 911 will be called.

Suspected Contamination of Food or Water

Contamination of Food or Water

Immediately following the suspected contamination of food or water on campus during school hours, follow the Standard Response Protocol to determine the appropriate response:

1. The principal or designee shall call 911, and perform necessary first aid.
2. If building evacuation is appropriate, students, including those with disabilities, and adults shall leave the building and go directly to outside assembly areas. (End of blacktop, near the field)
3. Staff shall give all students clear direction and supervision and help retain calm and orderly response.
4. In assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
5. Teachers will hold up a green card if all students are accounted for, or teachers will hold up a red card if any students are missing.
6. In assembly areas, the principal or designee shall account for the staff, report missing staff, and provide assistance to any injured staff.
7. No one shall eat or drink at school until the situation is declared safe.
8. If the threat of more harm is extensive, all students, including those with disabilities, shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes. Students will be transported in school vans and employee private vehicles.

Alternative locations:

- a. Junction City Fire Annex/Community Center
- b. Chagdud Gonpa in Junction City
- c. Trinity County Office of Education
- d. Veteran's Memorial Hall in Weaverville

9. If students are relocated, the principal or designee will bring the mobile first aid kit, which includes student/staff emergency information.

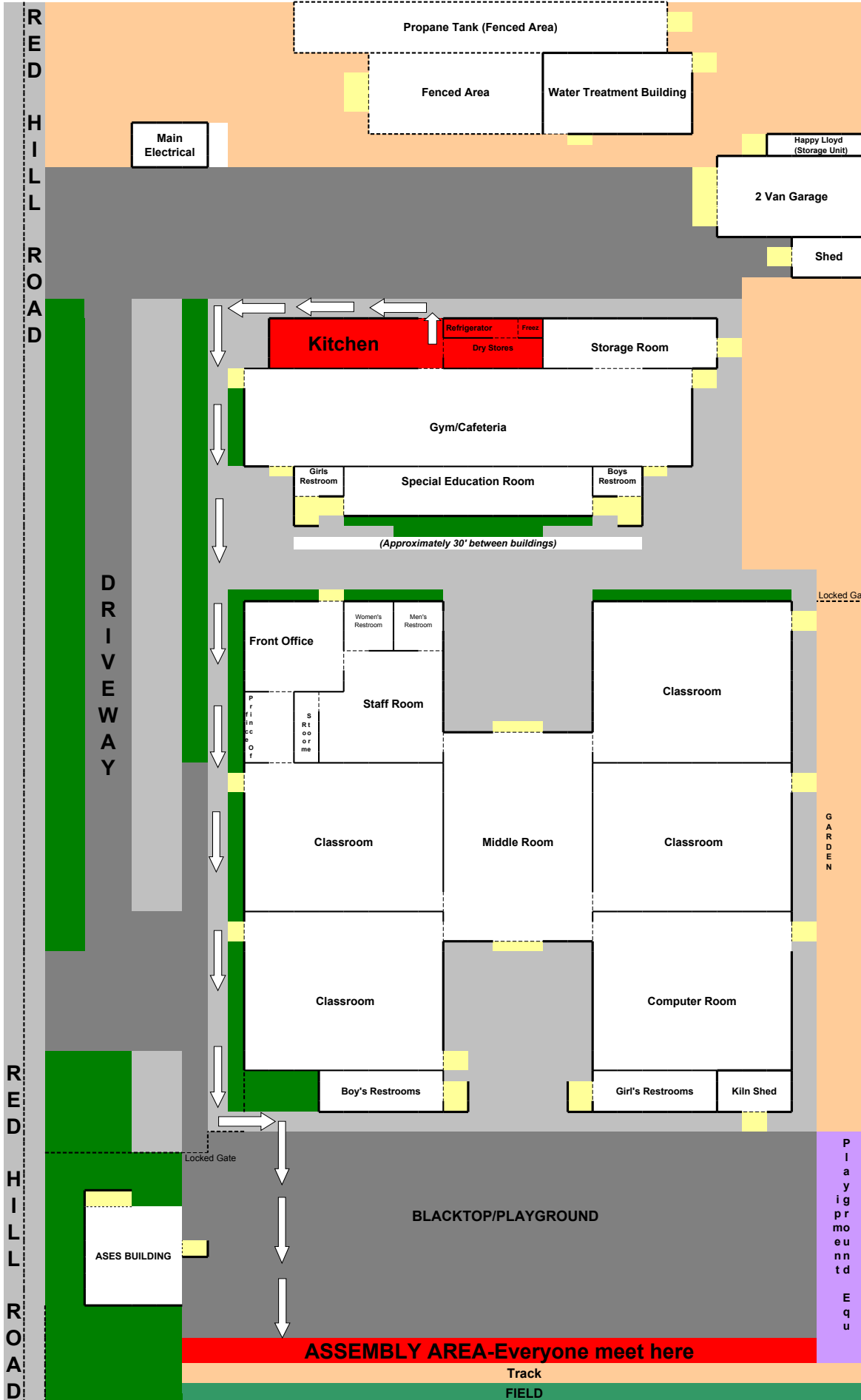
Unlawful Demonstration or Walkout

In the event of an unlawful demonstration or walkout on campus, the principal or designee will work with students, staff, and parents on an appropriate response to the situation. In the case of an emergency, 911 will be called.

Emergency Evacuation Map

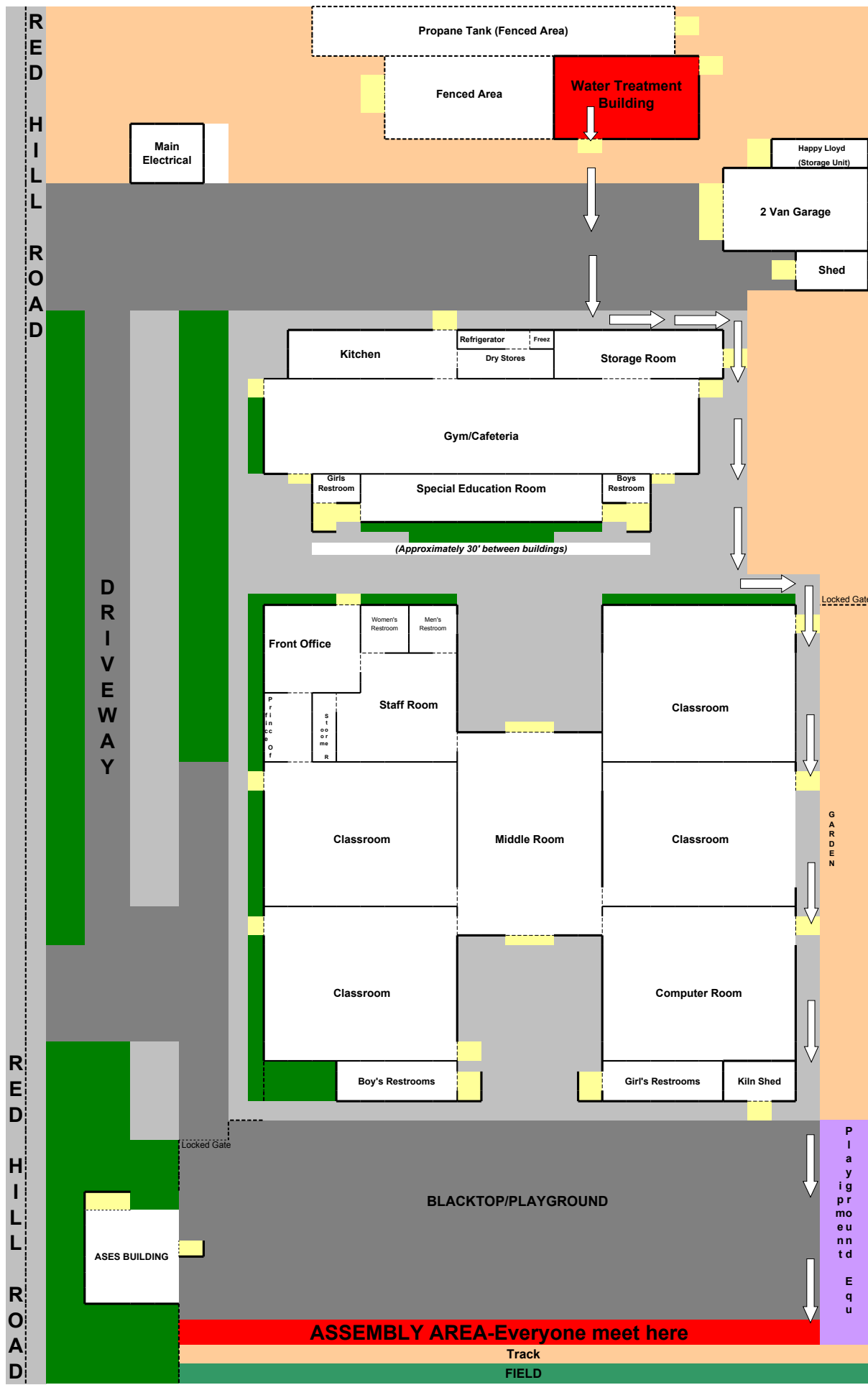
JUNCTION CITY ELEMENTARY SCHOOL BUILDING EVACUATION PLAN

1. Turn Off Lights
2. Close Doors
3. Go Directly to Assembly Area (follow arrows on map)
4. Take Roll



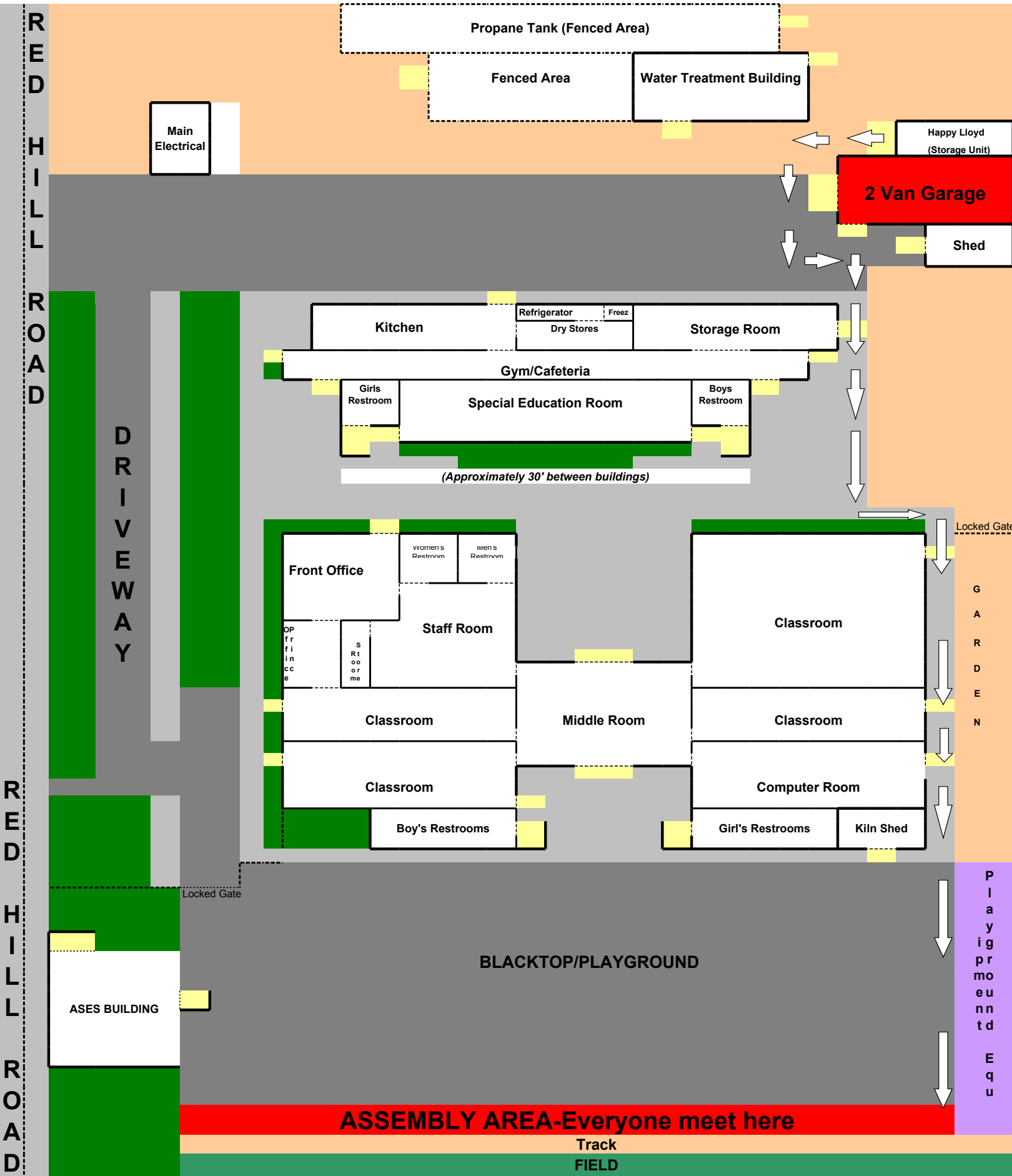
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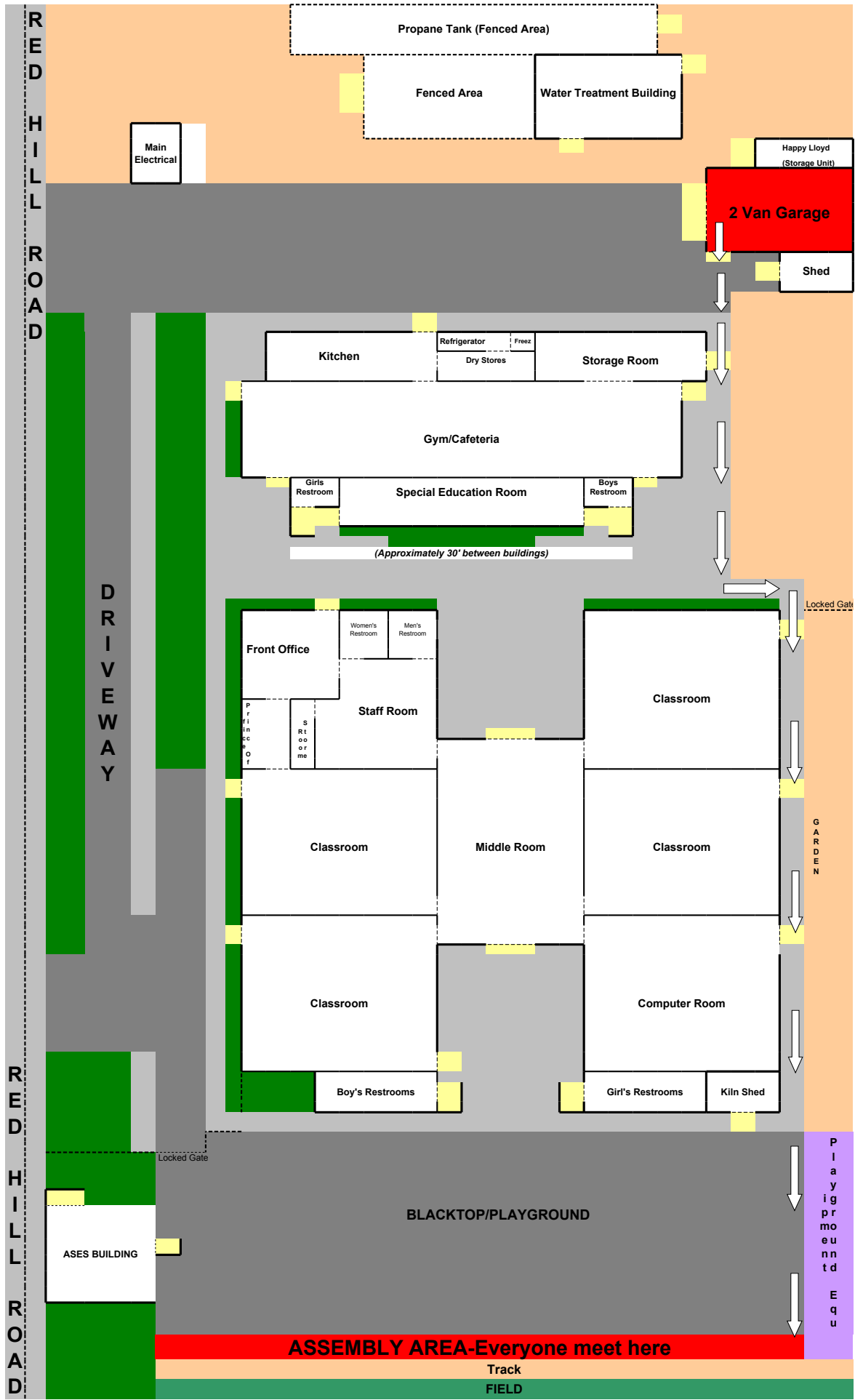
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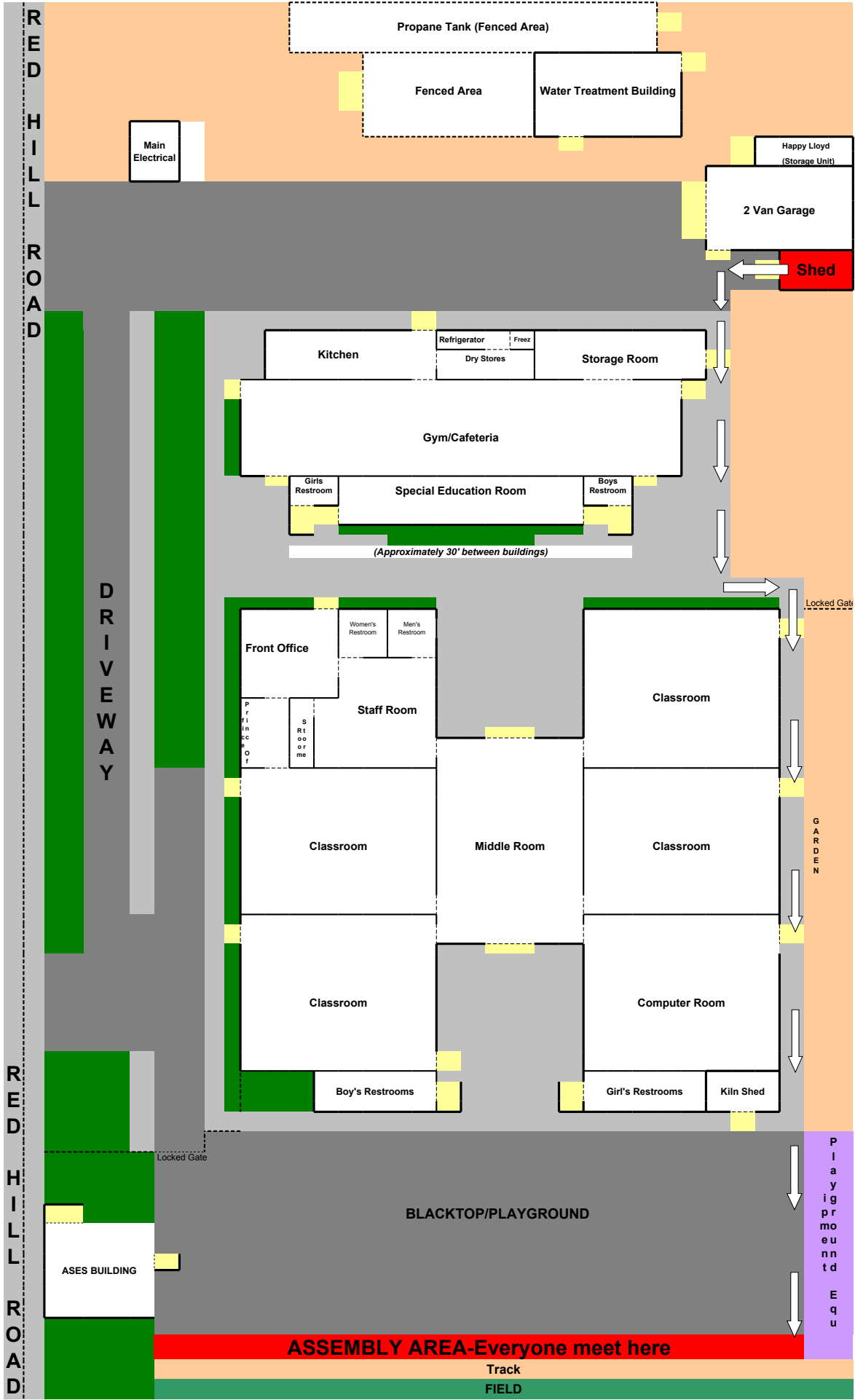
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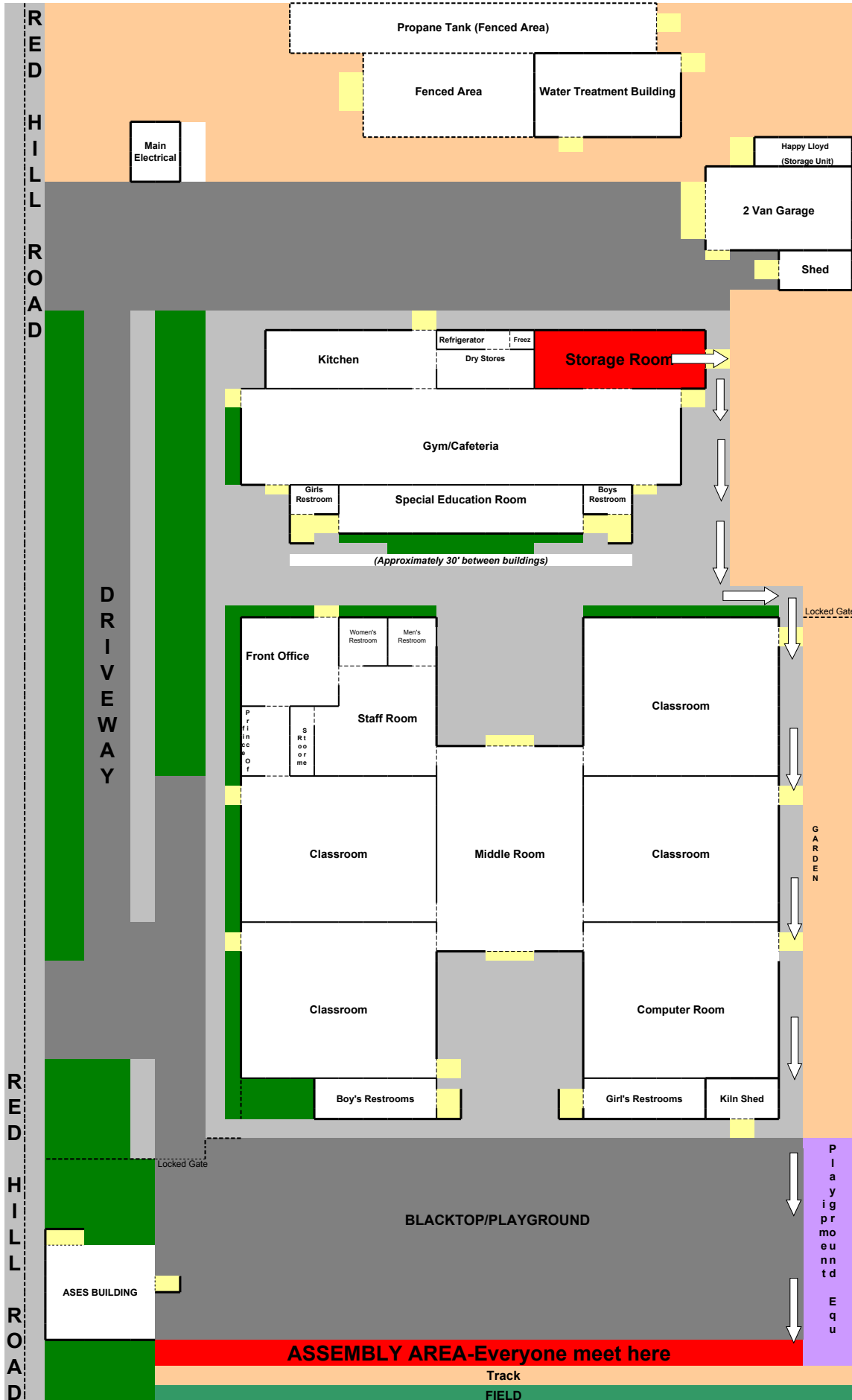
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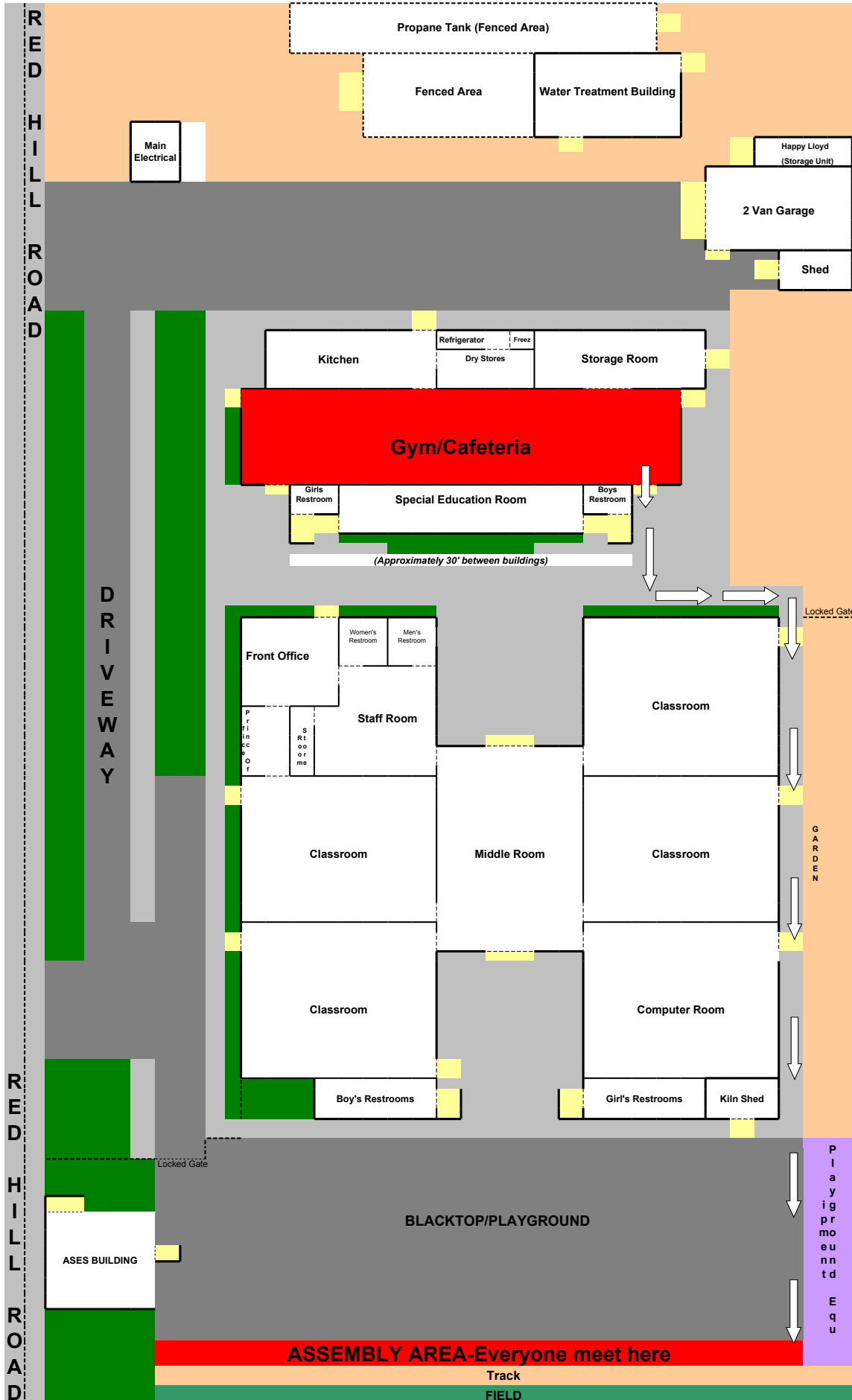
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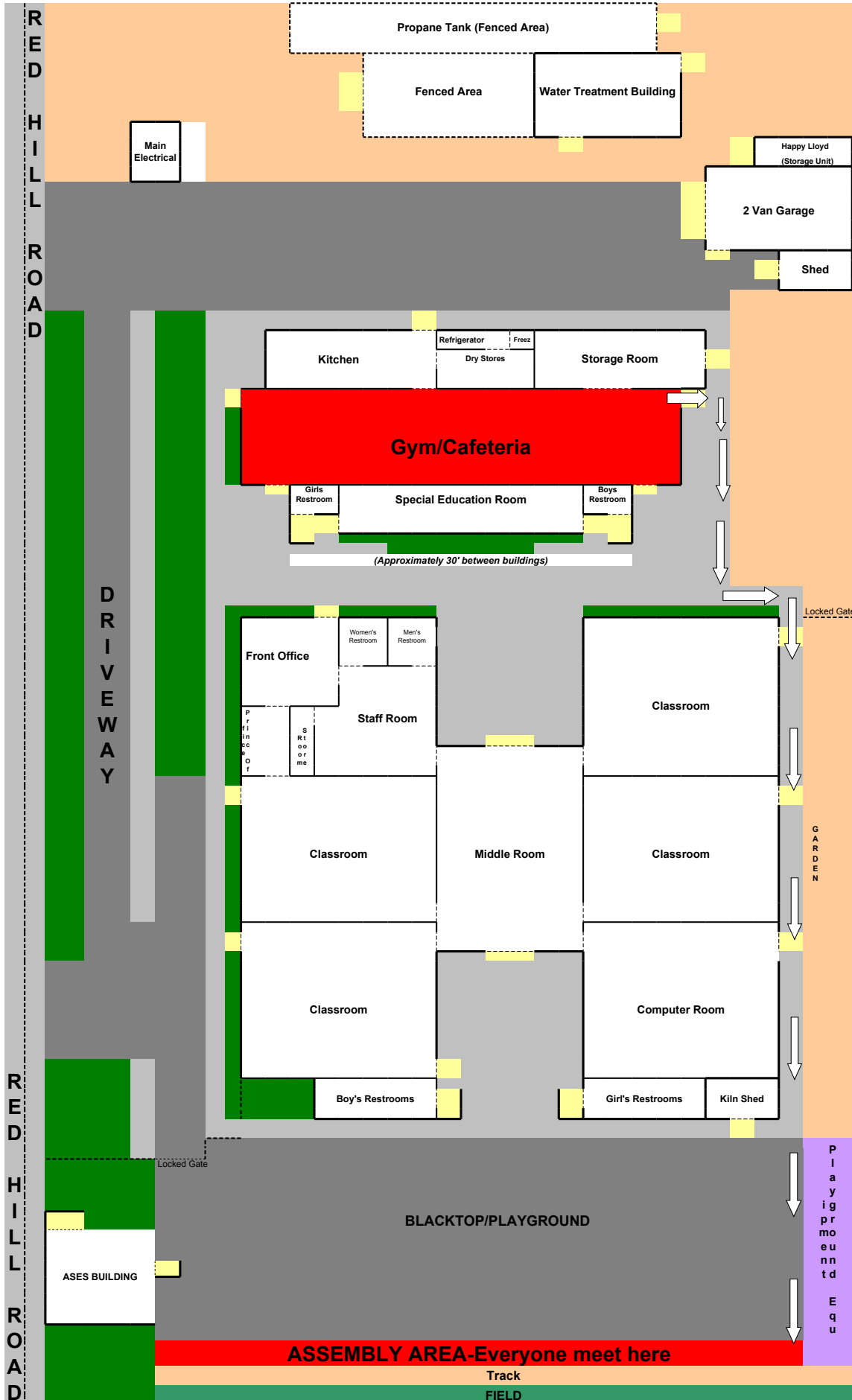
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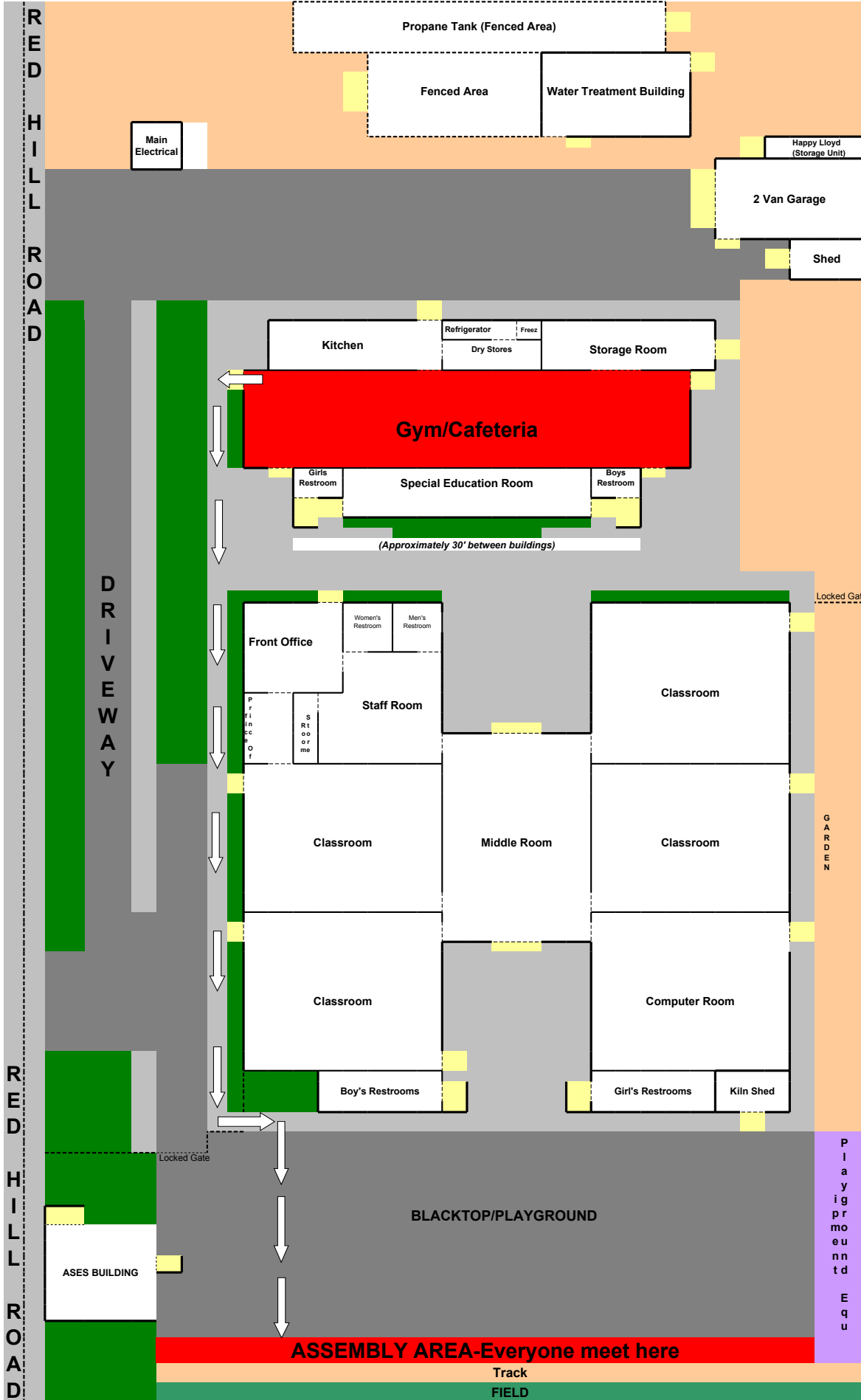
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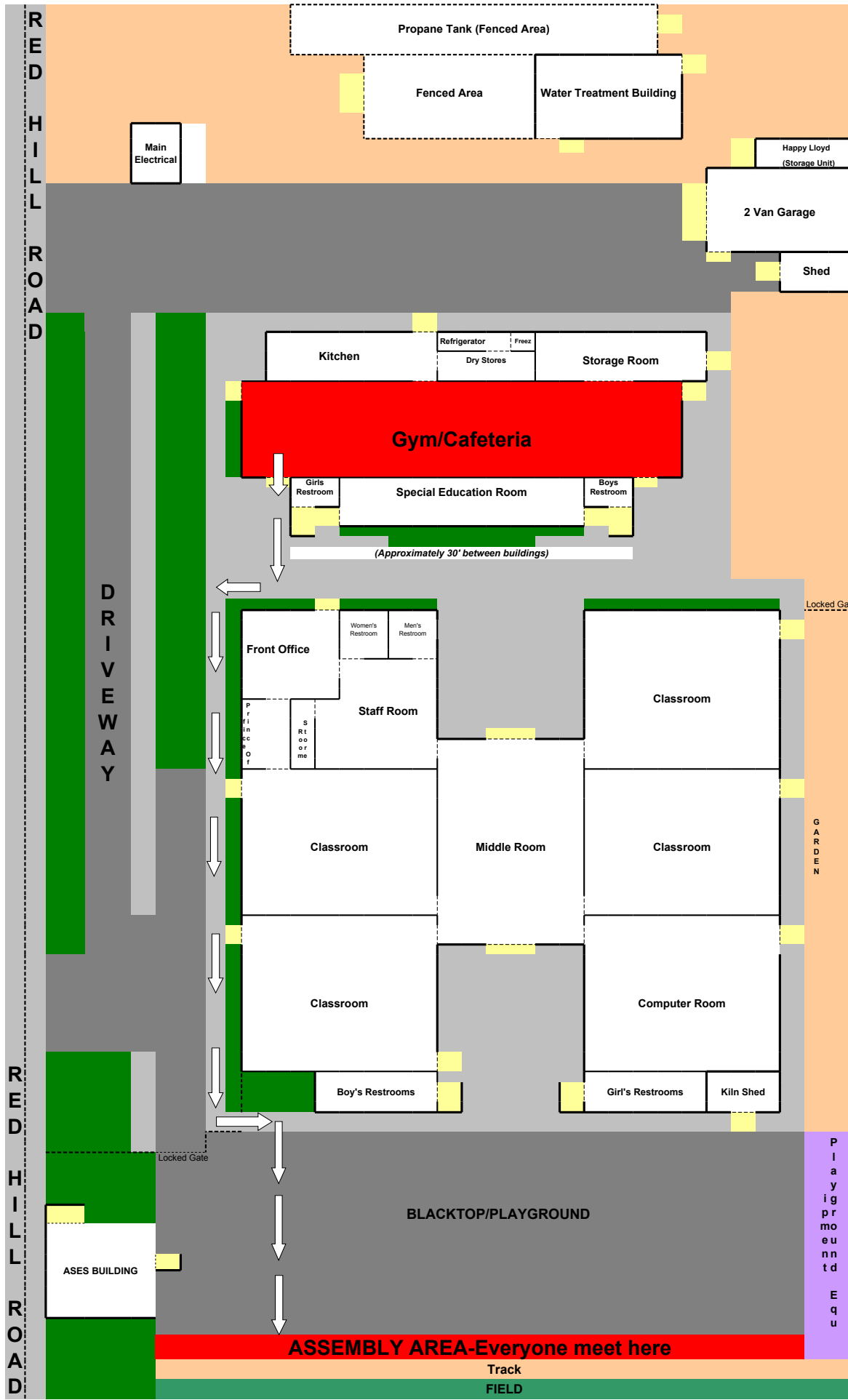
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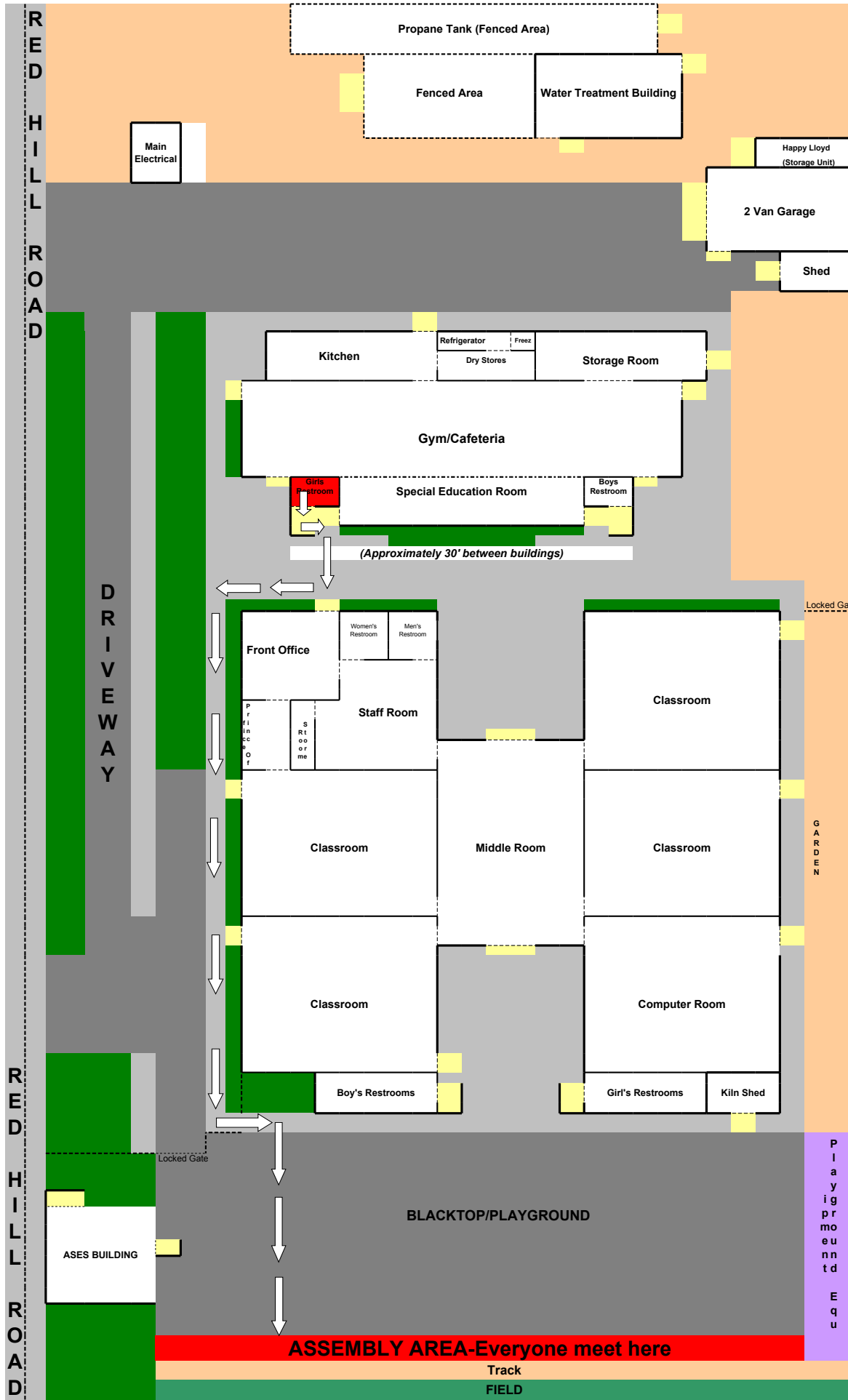
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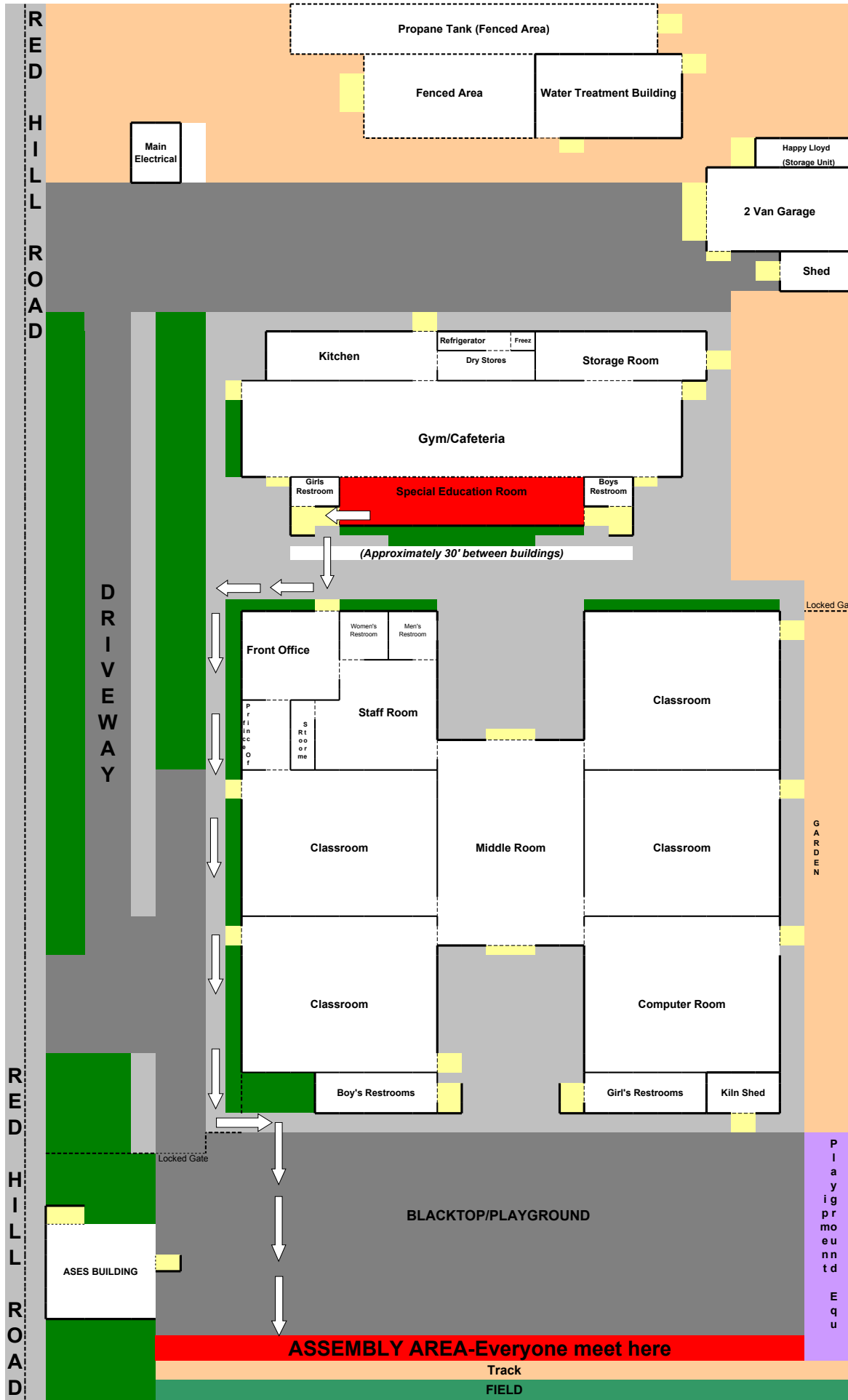
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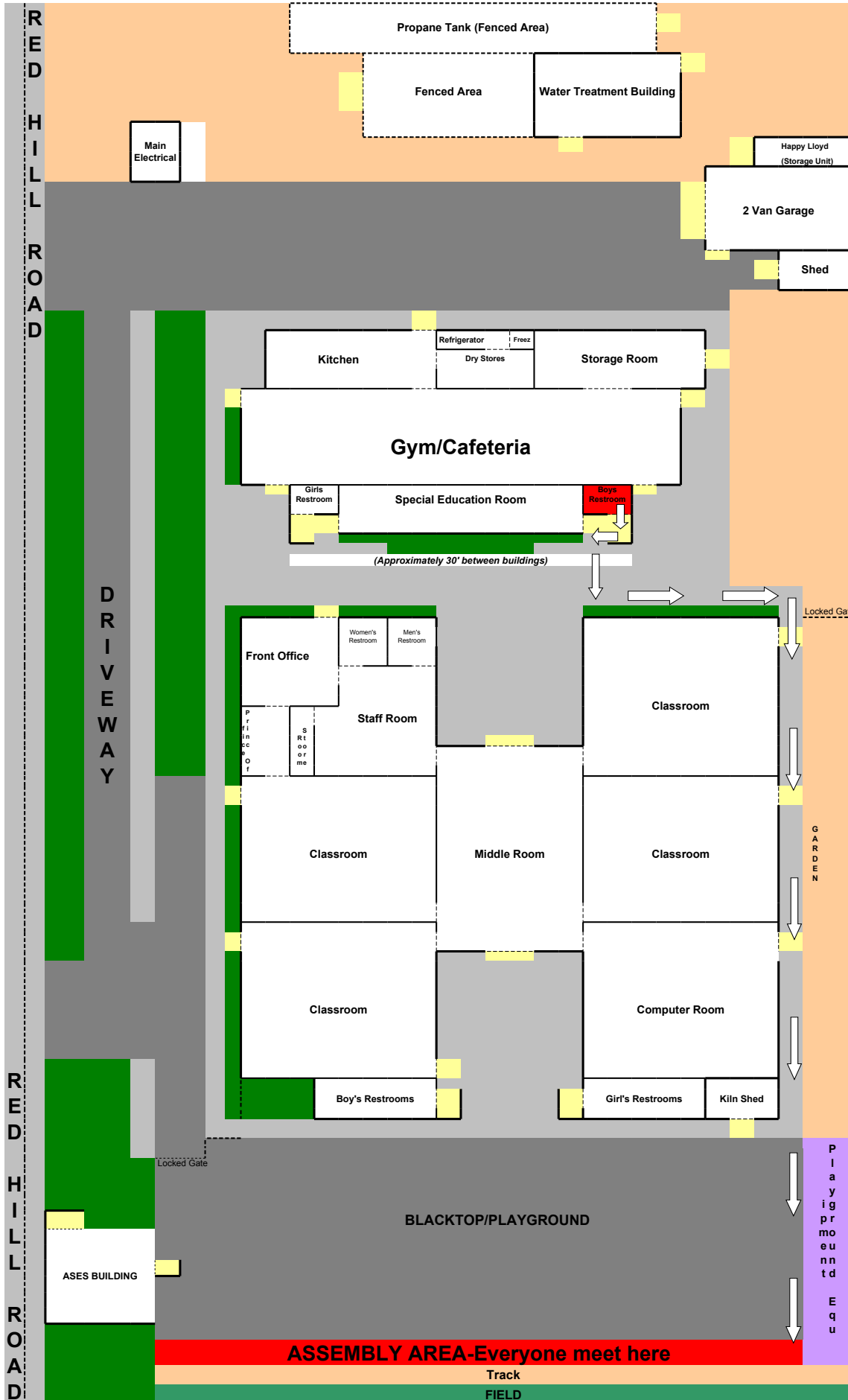
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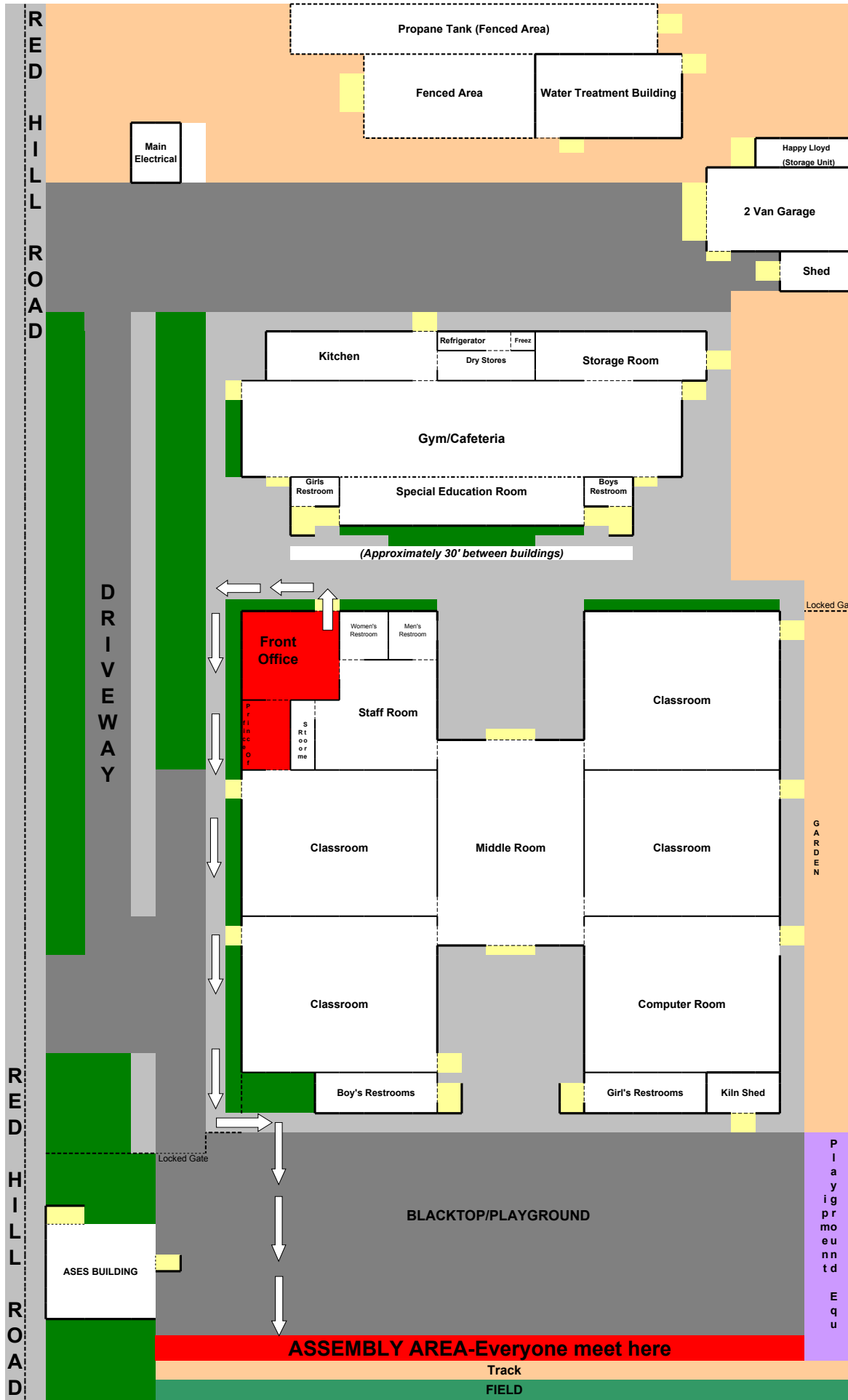
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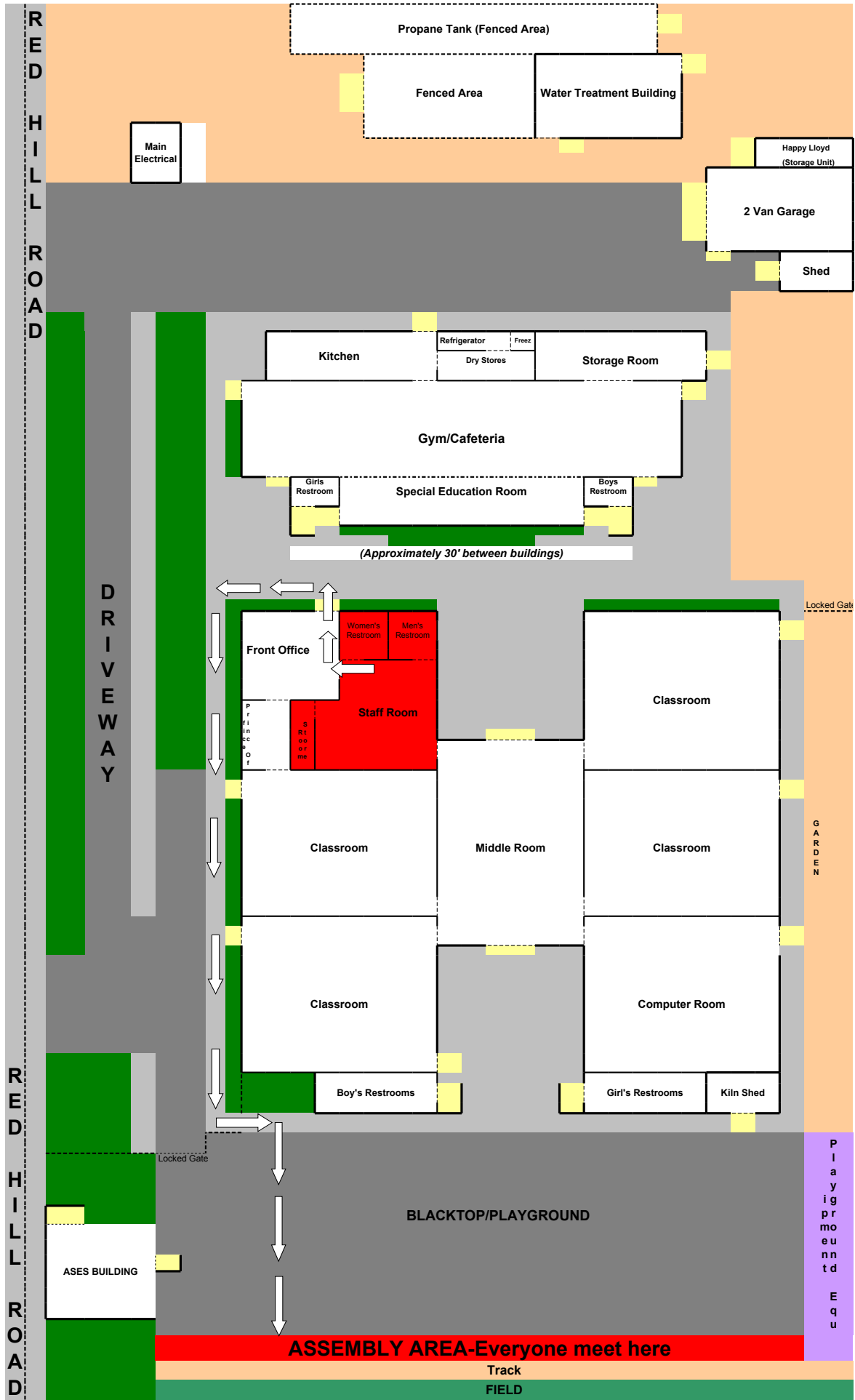
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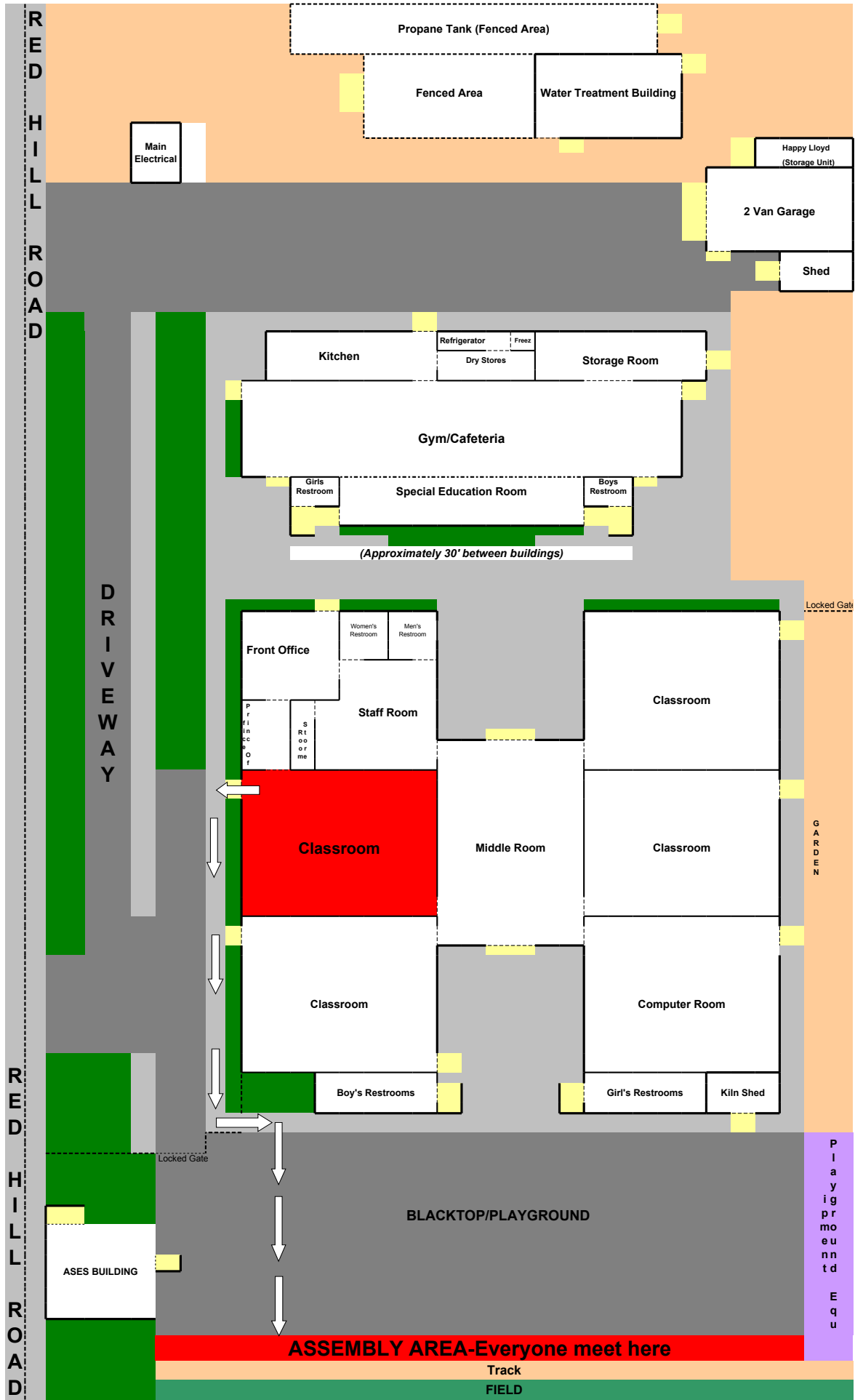
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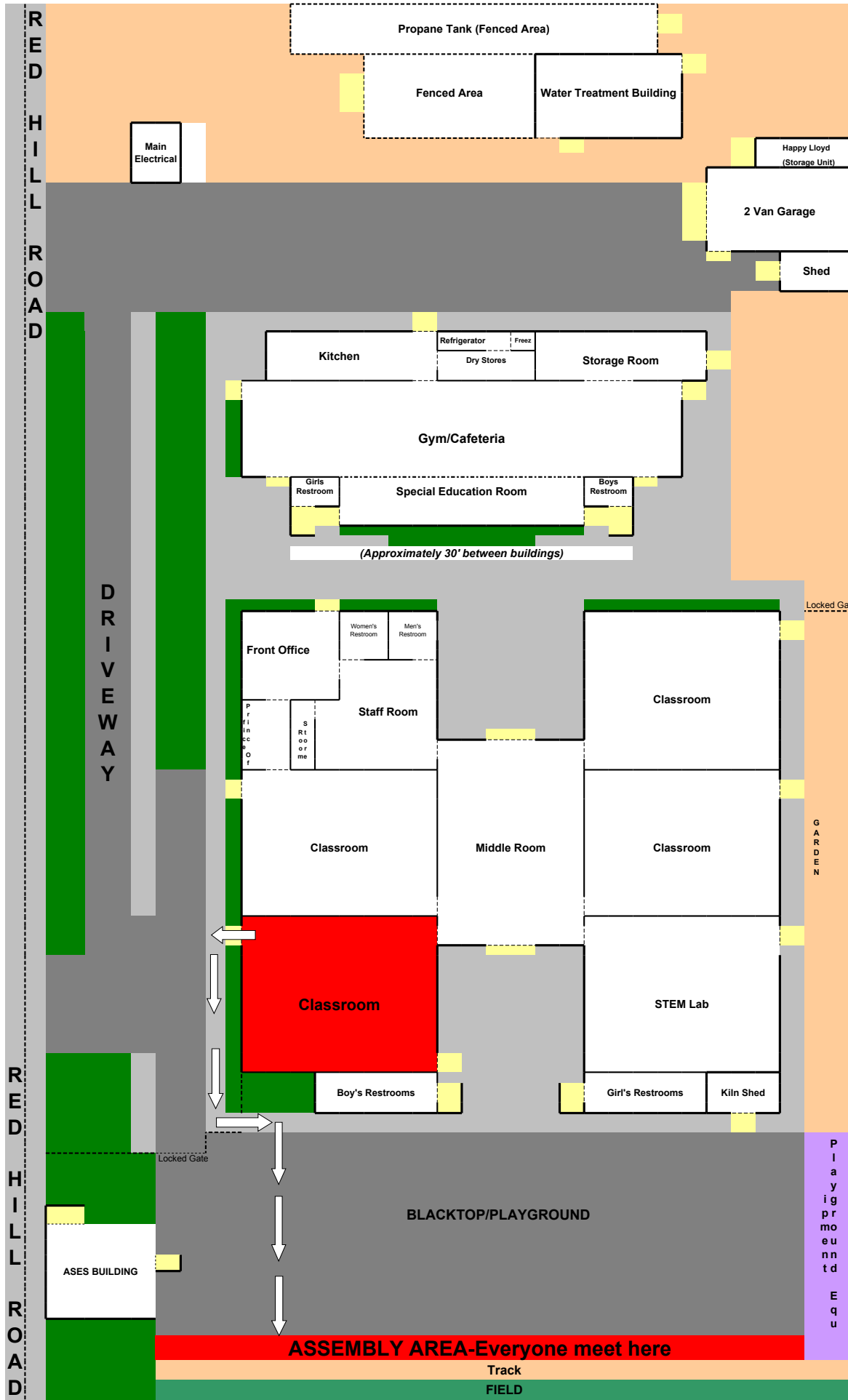
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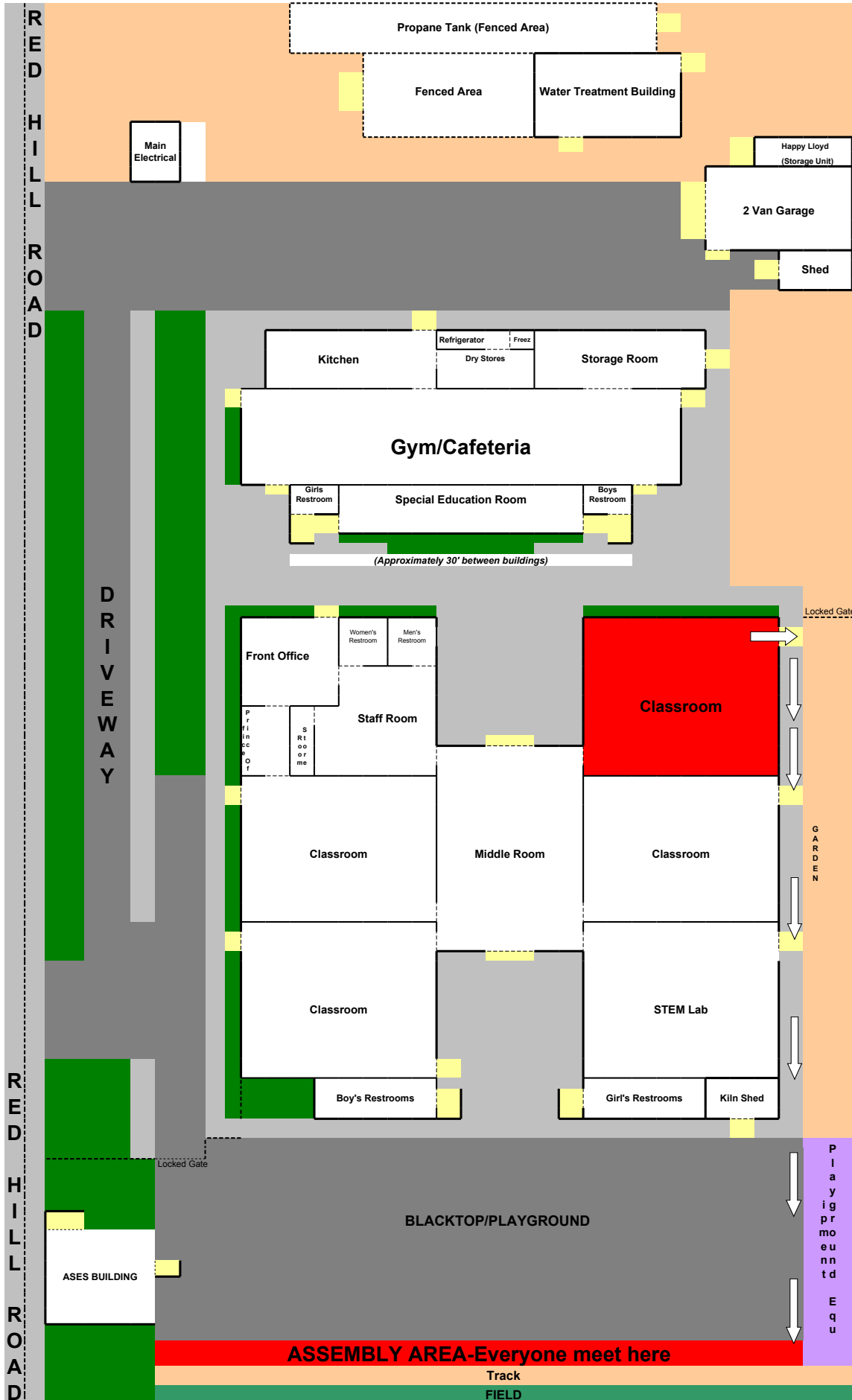
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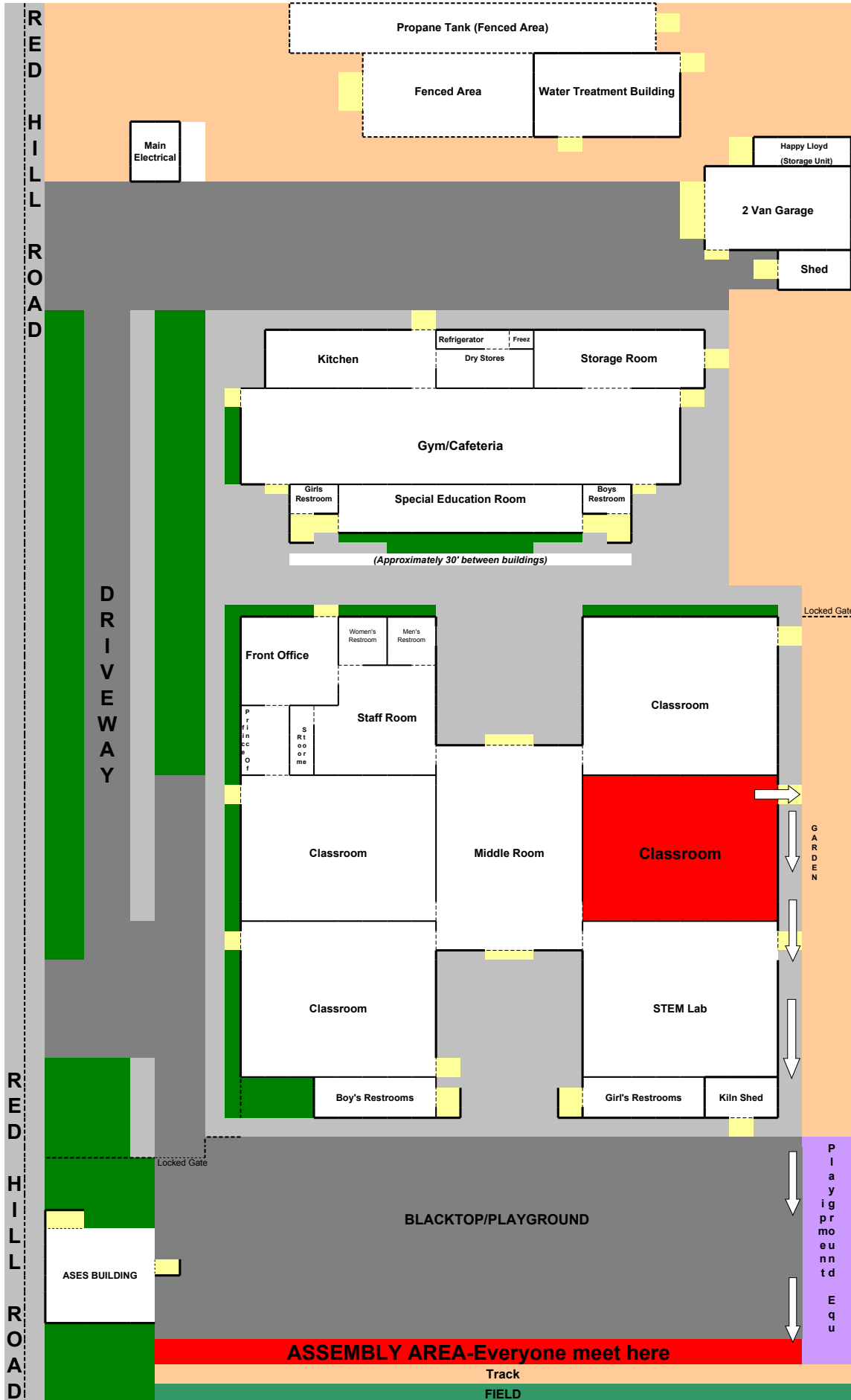
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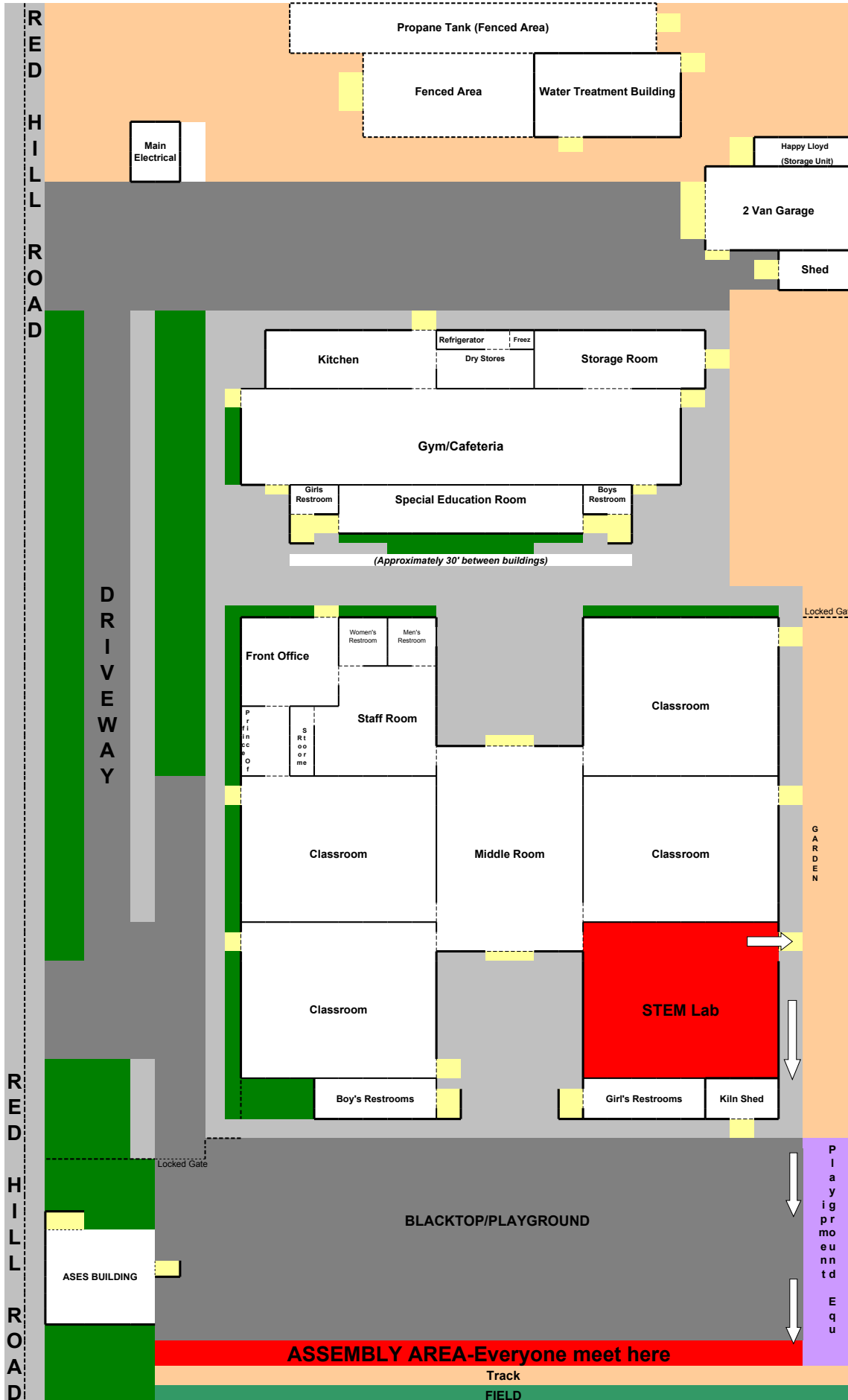
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4. Take Roll



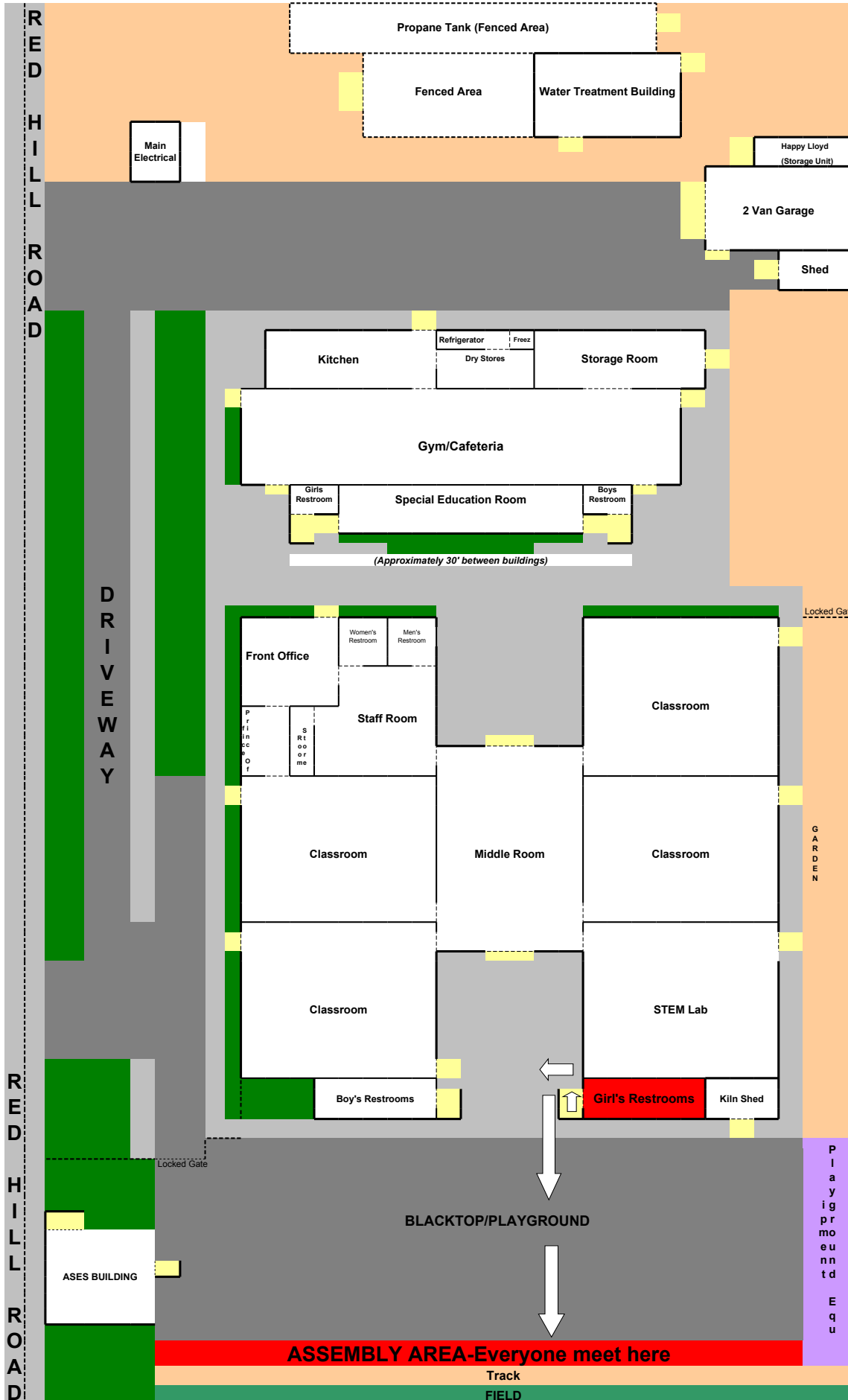
JUNCTION CITY ELEMENTARY SCHOOL BUILDING EVACUATION PLAN

1. Turn Off Lights
2. Close Doors
3. Go Directly to Assembly Area (follow arrows on map)
4. Take Roll



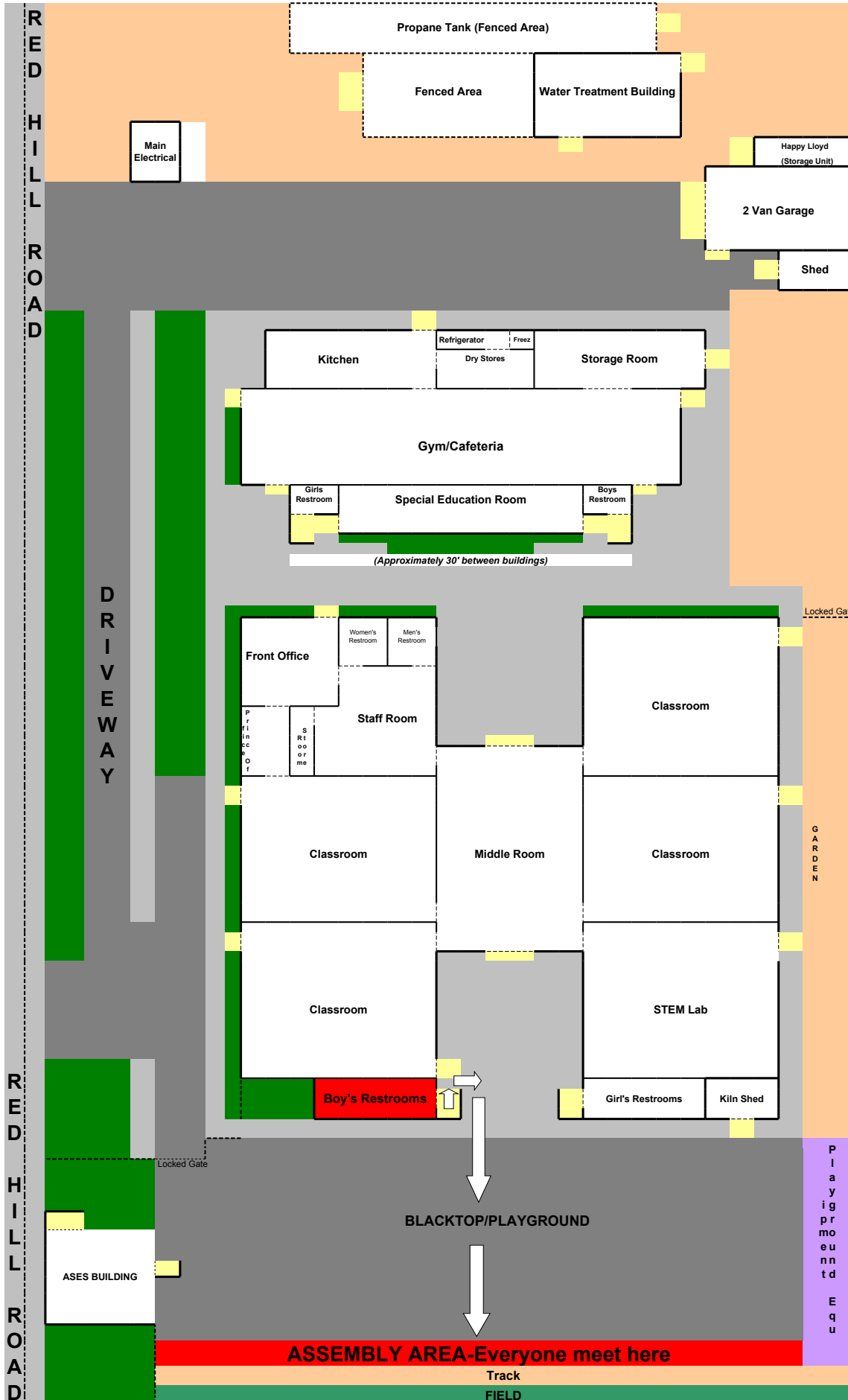
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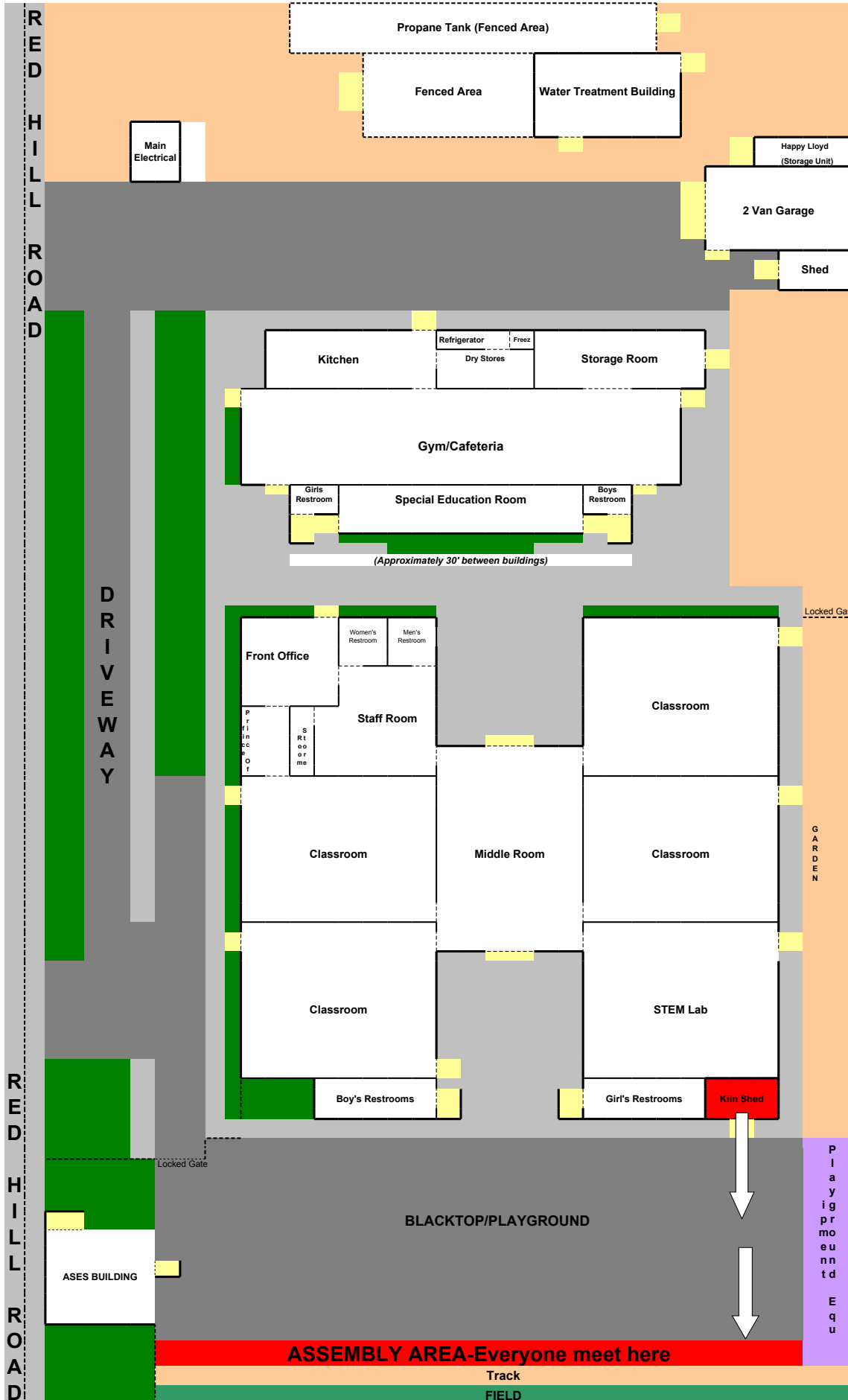
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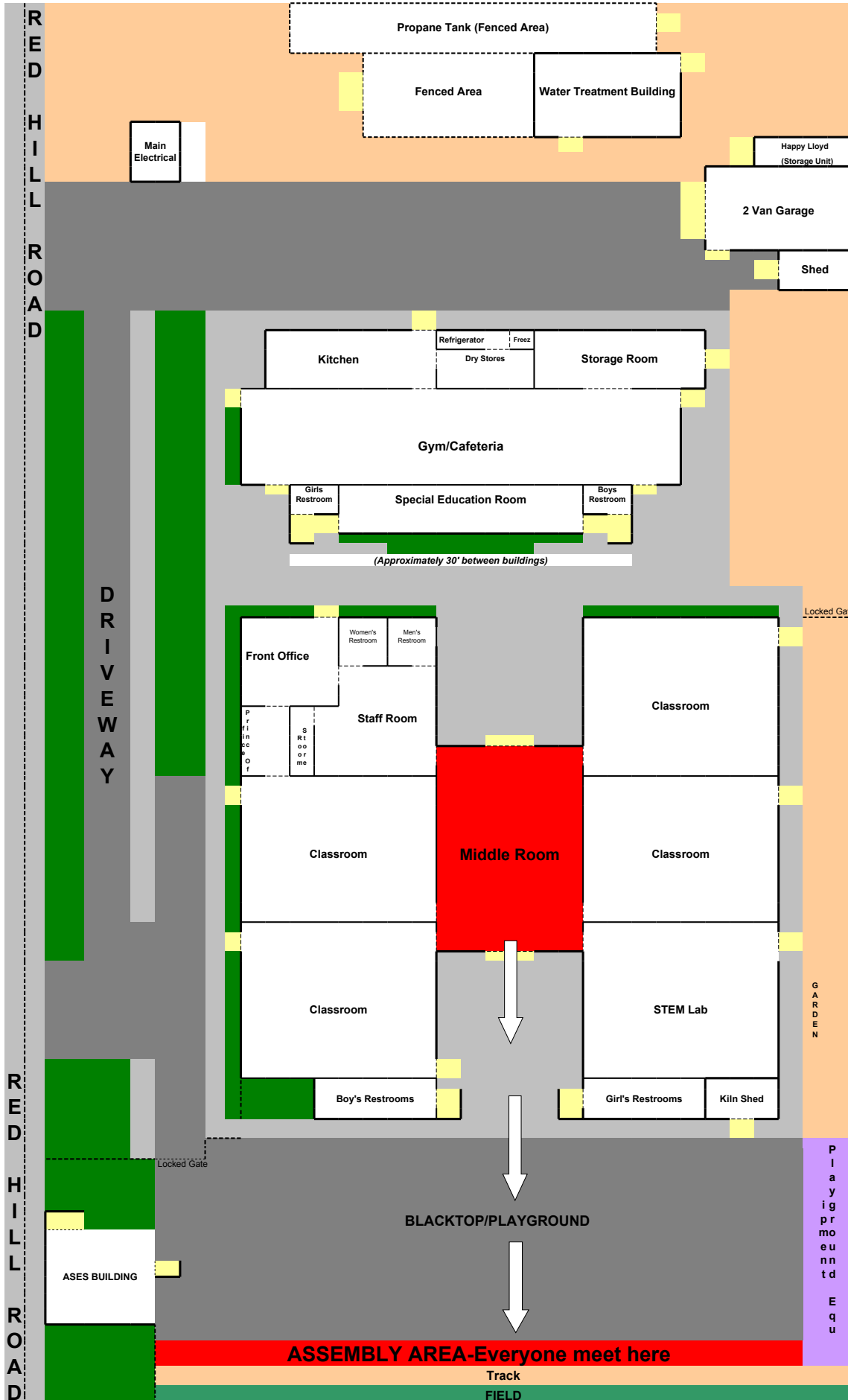
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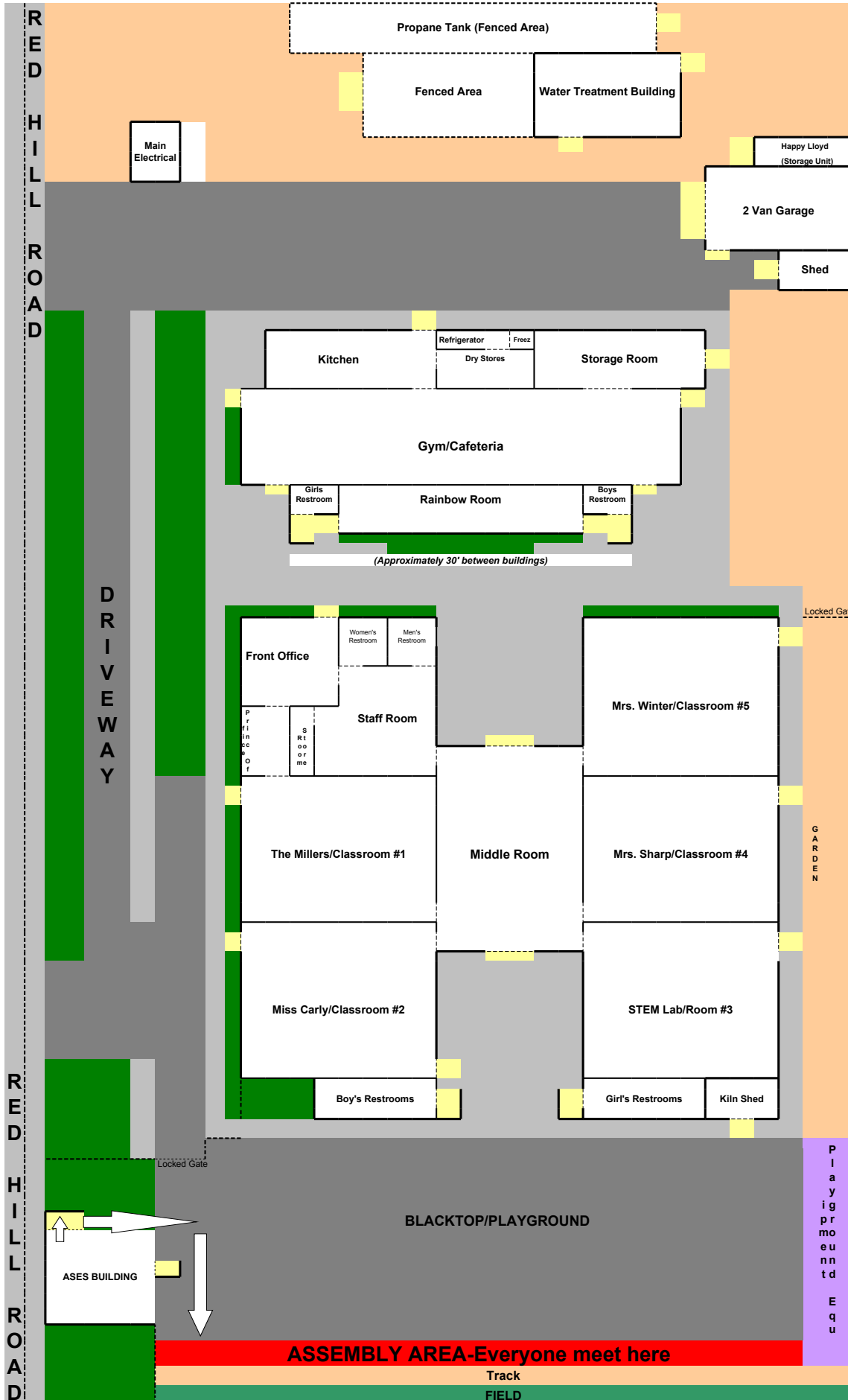
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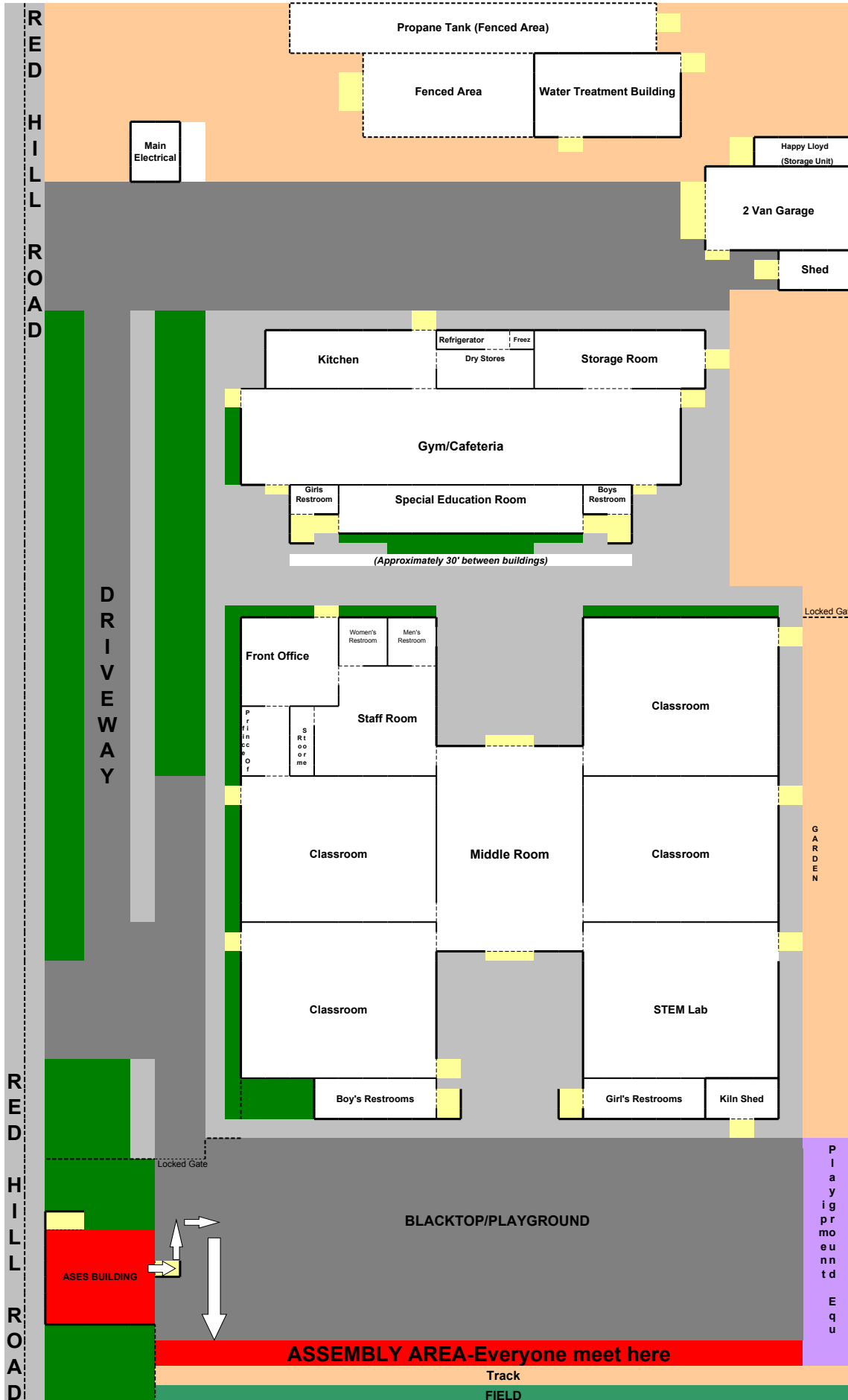
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JUNCTION CITY ELEMENTARY SCHOOL EMERGENCY SHUT OFF SITES

1 - Electrical Shut Off

Use Master/Master key to unlock the lower padlock.
Open door and pull down on the marked lever.

2 - Propane Shut Off

Enter unlocked gate and open cover on top of tank
Turn marked handle to shut off tank

3 - Water Shut Off

Use Water Plant key to enter side door of Water Treatment Plant
Locate and turn shut off valve on main water line

3a - Water power panel

If main power is still on, turn off power at panel.

