

DESERT VIEW INDEPENDENT SCHOOL

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DAVE SMITH, PRINCIPAL



Comprehensive School Safety Plan 2009-2010



**SNOWLINE JOINT UNIFIED SCHOOL
DISTRICT**

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STRATEGIES AND PROGRAMS THAT MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

EMERGENCY RESPONSE PLAN

Administration of the Plan

ASSUMPTIONS AND PURPOSE:

This plan assumes that the staff and students remaining on the school campus will be self-sufficient for at least 72 hours and may be required to provide food, shelter, and first aid for themselves during that time.

This Emergency Response Plan is designed to provide a framework for protecting students, staff and school facilities. The plan details the flow of command from the district level to the school level. It describes the different positions necessary to respond to an emergency and suggests responsibilities associated with each position. Binders have been provided to assist staff members in the development and preparation stages.

LEVELS OF EMERGENCIES:

There are three levels of emergencies:

- **Level One Emergency**
A localized emergency that school site personnel can manage by following their own emergency plan.
Example: Power outage, campus disorder
- **Level Two Emergency**
A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, police department, etc.
Example: fire, intruder on campus, bomb threat.
- **Level Three Emergency**
A major disaster that requires mutual aid assistance; recovery time is extensive and response time may be delayed or impaired

PLAN IMPLEMENTATION:

The Emergency Response Plan will be:

- Initiated by the Superintendent, principal or designee;
- Implemented requiring the support of all staff who are mandated to remain on campus and perform their assigned duties until released;
- Reviewed annually for modifications.

HAZARD ASSESSMENT:

A physical survey of each campus for hazardous conditions will be performed each year under the direction of the principal or designee. In addition to the structural inspection each teacher and staff member will be required to conduct a survey of his/her classroom or office/office space. Appropriate forms will be completed and submitted to the school and/or district office for remedy.

STAFF TRAINING:

Understanding that training is the most effective way to ensure a safe response to a natural or man-caused disaster, all certificated and classified staff will be trained in accordance with the guidelines set out in this Emergency Response Plan. As the district or school climate changes, modifications may be necessary.

On an annual basis:

Allocate time to formulate and maintain the specific teams.

Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in triage. Certifications will be kept up-to-date.

The Principal will review and discuss the responsibilities set forth in the Emergency Response Plan with classified and certificated staff.

EMERGENCY DRILLS:

In accordance with state law:

- Drills will be initiated by announcement, uniform bell or air horn signals.
- Fire drills will be conducted on a monthly basis.
- "Drop, Cover, and Hold" drills will be held each quarter.
- A District-wide earthquake drill will be held at least once during each school year.
- The District has designed this plan based on CERT (Community Emergency Response Plan) procedures.

All staff and students will participate in drills. Drills are recorded on the Verification of Emergency Drill Form.

EVACUATION ROUTES:

The Principal or Designee is responsible for establishing and maintaining a safe evacuation route from all school buildings. Evacuation routes will be reviewed on an annual basis and updates will be made, if necessary. Evacuation routes will be posted in all classrooms, multi-purpose rooms, libraries, and school offices.

PARENT COMMUNICATION:

Parents will be notified and reminded on an annual basis of the procedures set out in the Emergency Response Plan. The Student Release Policy will be reviewed on an annual basis. Parents will be required to complete the Emergency Card which authorizes the district to release their students to other adults in the event of an emergency or disaster. A sample letter to parents and forms pertaining to policies and procedures have been included in this plan.

STUDENT RELEASE/EMERGENCY FILE:

In all emergency situations, the principal or designee (under the direction of the Superintendent) will make the decision to release students. When students are released certain portions of the Emergency Response Plan may be implemented.

If the evacuation of students is necessary, an emergency file containing pertinent information for each student will be maintained and available in the school office. Each school secretary or designee will be instructed to bring all emergency information to the evacuation assembly area. A student release policy will be followed for the safe release of students to their parents or other responsible adults.

COMMUNICATION:

During an emergency each site will report the condition of the site, i.e. injuries, damage to buildings. Sites will report directly to the Superintendent (District Emergency Operations Center Director) or designee. Telephones and cell phones may be used but cannot be relied upon. Communication will occur only to report emergency conditions or to request emergency assistance. No other calls will be made. Students and parents will be informed of this policy and encouraged to adhere to it. Parents will be contacted through the district's Direct-Connect notification system, if available.

If telephone or electrical services are interrupted, another means of communication must be available. A bullhorn, whistle, or runners will be utilized within the school grounds. This process of communication will be established prior to an incident so that everyone understands the meaning of the signal(s). Communication from district to school sites will be established with the use of two-way radios.

General Emergency Procedures

The Emergency Response Plan establishes a format of general procedures to be followed in the event of any emergency. Administrators will develop and maintain emergency response teams according to these procedures and will drill and practice with their staff using these specific instructions. Minor adjustments may be necessary due to staff size but all modifications must be approved by the District Office. Uniformity to response is of utmost importance. Staff will be updated on an annual basis of any changes to established procedures. (This information is also provided in the Emergency Response Guide, located in each classroom.) This section has been divided into three major areas:

How to and When to Lockdown:

- Campus Disorder
- Firearm/Shooting
- Hostage/Barricaded Subject
- Threatening Intruder

How to and When to Shelter In Place:

- Air Pollution
- Biological/Chemical Threat
- Chemical Spills
- Severe Weather
- Stinging Insects
- Heat Stress

How and When to Evacuate, Drop Cover and Hold:

- Aircraft Accident
- Bomb Threat
- Earthquake
- Fire/Explosion
- Flood

The introductory page at the beginning of each section provides specific instructions and directives to the Emergency Manager and Teacher. These responses will be practiced and drilled on a regular basis to ensure quick and efficient response in the event of an emergency. Dates for drills will be set at the beginning of each school year. Verification of drills will be submitted to the District Office subsequent to each drill.

The General Emergency Procedures provide uniform responses to events that may occur at a school site. When conscientiously practiced and used in conjunction with the Incident Command System districts can be ensured that schools will respond effectively, efficiently, and safely and in a manner approved by the state and federal government.

The information has been formatted simply and at times may seem repetitive. However, when used by the Emergency Manager any subject can be taken from the plan book, reproduced and presented to the staff on a single page.






MULTI-HAZARD REFERENCE GUIDE:

The Multi-Hazard Reference Guide is provided in this section. It is ALSO POSTED IN EACH CLASSROOM, teaching facility and administrative building. The Multi-Hazard Reference Guide identifies the specific sound, signal, and/or announcement heard in the event of an emergency, as well as a quick explanation and response to follow when hearing a specific signal.

The Snowline School District has selected four signals:

1. The fire alarm signals an evacuation;
2. A verbal announcement of "Lockdown" activates a Lockdown;
3. A verbal broadcast "Shelter-In-Place" initiates a "Shelter-In-Place" mode; and
4. A verbal announcement "All Clear" returns staff and students to a normal schedule.

MULTI-HAZARD REFERENCE GUIDE

<p>SUDDEN SHAKING</p> <p>VIOLENT CRASH OR EXPLOSION</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Duck, Cover, and Hold! • Stay under table and chairs until shaking or noise stops. • Stay away from windows. • Do NOT pry open doors/windows. • Check for safest evacuation route. 	 <p>EARTHQUAKE EXPLOSION</p>
<p>WHEN YOU HEAR</p> <p>FIRE ALARM</p> <p>OR</p> <p>ANNOUNCEMENT</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Stop! Check for safest route. • Go upwind from odor or smoke. • Evacuate to safest assembly area. <p>WHAT YOU NEED:</p> <ul style="list-style-type: none"> • Clipboard • Class Roster 	 <p>EVACUATION</p>
<p>WHEN YOU HEAR</p> <p>“LOCKDOWN”</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Close windows; lock doors. • Turn out lights. • Instruct students to sit on floor away from windows/ doors in small groups. • Do not release students; do not admit students. • Do not use telephones, cell phones, or intercom system. 	 <p>LOCK DOWN</p>
<p>WHEN YOU HEAR</p> <p>“SHELTER-IN-PLACE”</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Close windows and doors. • Instruct students to only sit at desks. • Do not release students. • <i>Changes will be communicated.</i> 	 <p>SHELTER IN PLACE</p>
<p>WHEN YOU HEAR</p> <p>“ALL CLEAR”</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Return to regular schedule. 	 <p>ALL CLEAR</p>

LOCKDOWN PROCEDURES:

A Lockdown is an emergency response used when a school is faced with extremely violent behavior, armed intruders, active shooters, an on-campus hostage situation, or when there is police activity in the general area that could threaten the safety of students and staff. When Lockdown is initiated, it means there is an immediate and possibly life-threatening situation on campus and it must be taken seriously.

In the event of a Lockdown, the Principal or Designee will carry out all or some of the following:

1. Notify teachers and staff of Lockdown.
2. Activate Site Incident Command Post which will:
 - a. Contact emergency personnel on and off site, as needed.
 - b. Contact District Office.
 - c. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
 - d. Initiate portions or all of the Incident Command Team to assist in the event.
3. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. If emergency is away from campus, principal or designee may modify the Lockdown and allow teachers to continue their regular school activities within the building.
6. Prohibit outdoor activities.
7. Be prepared to evacuate to a safer location.
8. Stay in control of all site activities until emergency personnel arrive.

Teachers will carry out some or all of the following depending on the event:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. If Lockdown is modified (principal will advise) teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able report any missing or extra students.
10. When able check status of “buddy”.
11. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until another adult supervises your students.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown event by announcing “All Clear”. Teachers will not release students until “All Clear” is heard.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to After Action Report, which will be provided by principal or designee.

Important! In violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or S.W.A.T. members whose weapons will be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to a law enforcement evacuation.

CAMPUS DISORDER

A campus disorder may be any unsafe, suspicious or out of control event that disrupts on or near a school site. Examples are: a group of individuals gathering nearby in a threatening manner; a fight that erupts on or near campus; or a criminal act that occurs near a school.

If a person or persons are observed causing a serious campus disorder:

1. Notify campus security and/or notify school office.
2. Notify Snowline Police Department: 868-5566, 868-3124
3. Move students away from danger to nearest safe location.

Principal or Designee will:

1. If out of principal's or designee's control, the Site Incident Command Post will be activated and will:
 - a. Confirm call to Snowline Police Department.
 - b. Contact District Office.
 - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
2. Determine necessity of Lockdown or modified Lockdown.
3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. If Lockdown is modified teachers may continue with their normal schedule inside the classroom and interior of building.
7. If Lockdown is not modified students are to sit on floor in small groups, away from doors and windows.
8. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administration.
9. When able report any missing or extra students.
10. When able check status of "buddy".
11. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to *After Action Report* that will be provided by principal or designee.

FIREARM/SHOOTING

Any time anyone suspects a person to be in possession of a firearm, pieces of a firearm or ammunition, or is witness to a shooting immediately:

1. Call campus security and school office
2. Contact Snowline Police Dept. 868-5566, 868-3124
3. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Confirm call to Snowline Police Department.
2. Initiate Lockdown.
3. Contact District Office.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows, lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
8. When able report any missing or extra students.
9. When able check status of “buddy”.
10. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to *After Action Report* that will be provided by principal or designee.

HOSTAGE/BARRICADED SUBJECT

If you are the witness to a suspected hostage-taking or barricaded subject:

1. If able, call campus security and/or school office
2. Notify Snowline Police Department 868-5566, 868-3124
3. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Call or confirm call to Snowline Police Department.
2. Initiate Lockdown.
3. Call District Office
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. After students have been assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
8. When able report any missing or extra students.
9. When able check on status of “buddy”.
10. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing “All Clear”.
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to *After Action Report* that will be provided by Principal or Designee.

THREATENING INTRUDER

A threatening intruder is anyone approaching campus or on campus that is suspicious by way of appearance, actions and/or activity.

The witness should not approach or question the suspect but should immediately:

1. Call campus security and/or main office.
2. Notify Snowline School Police 868-5566, 868-3124
3. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. **Attempt** to confirm that an actual threatening intruder is on campus and determine if weapons are present.
2. If out of principal's or designee's control, activate Site Incident Command Post which will:
 - a. Call or confirm call to Snowline School Police.
 - b. Contact District Office.
 - c. Assemble portions of the Incident Command Team, as necessary.
3. Initiate Lockdown.
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows lock doors and turn off lights.
3. Turn off television.
4. Do not evacuate if you hear a fire alarm.
5. Instruct students to turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only – teachers are directed TO use, as necessary).
6. Students are to sit on floor in small groups, away from doors and windows.
7. Do not release or admit students for any reason unless authorized by on-site emergency personnel or school administrators.
8. When able report any missing or extra students.
9. When able check on status of "buddy".
10. When able initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to *After Action Report* that will be provided by Principal or Designee.

SHELTER IN PLACE PROCEDURES:

The Shelter In Place system is generally activated when staff and students' safety (outdoors) is compromised. Such conditions are severe wind, chemical/toxic emissions, stinging insects, power outage or air pollution.

Upon notification the Principal or Designee will:

1. Notify teachers and staff of Shelter In Place.
2. Principal or Designee which will:
3. Contact emergency personnel as needed.
4. Contact District Office
5. Address current situation (such as turning off HVAC (air handling) systems, check for safe evacuation routes, etc.)
6. Consider evacuating students to nearest safe location.
7. Control all site activities until further help arrives.

Teachers will do some or all of the following depending on event:

1. If outside, move students to classrooms or nearest safe area.
2. If inside instruct students:
 - a. To sit at their desks;
 - b. Not to get up and move about the room;
 - c. To turn off cell phones and pagers and not use telephone, intercom system or e-mail (students only - teachers are directed TO use, as necessary).
3. Close down air handling systems and circulating fans.
4. Close window coverings and doors.
5. Use thermal blankets and double-sided tape in windows, over doors, and vents to block unwanted air or interference.
6. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
7. Do not evacuate if a fire alarm is heard.
8. When able report any missing, injured or extra students.
9. When able check on status of buddy teachers.
10. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until another adult supervises students.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate Lockdown by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to *After Action Report* that will be provided by Principal or Designee.

AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each school will be informed by the Regional or County Superintendent to abide by each standard:

AQI Index Values	Health Categories	Cautionary Statements for 8-Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion.

Prior to unhealthy air quality, the Principal or Designee will:

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file will contain data on the location of such persons at different times of the school day. This data may be kept with the school nurse.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

When notified of an air pollution episode, Principal or Designee will:

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad, etc.
3. Instruct employees to minimize strenuous physical activity.
4. Cancel any events requiring the use of vehicles.
5. Urge staff and students to minimize the use of vehicles.

BIOLOGICAL/CHEMICAL THREAT

During Emergency

If anyone receives a suspicious letter or package with one or more of the following characteristics:

- Has no return address or one that cannot be verified as legitimate;
- Is of unusual weight given the size of the letter/package;
- Is oddly shaped;
- Has been marked with "Personal" or "Confidential" notations;
- Has a strange odor, stain, leaks, or fine powder on the outside of the letter or package;
- Has a visible protruding wire or aluminum foil;
- Shows a city or state in the postmark that doesn't match the return address;
- Is marked with threatening language;
- Has excessive postage or packing material, such as masking tape and string;
- Has misspellings of common words;
- Is not addressed to a specific person.

Follow these directions:

1. Notify main office.
2. Do not open the letter/package.
3. If letter/package is open or torn do not touch, smell or taste the substance.
4. If you have handled the letter/package wash your hands, arms, and any exposed parts of your body with soap and warm water.
5. Turn off HVAC (air) system and any circulating fans.
6. Evacuate the room or office.
7. When evacuating, close door

Principal or Designee will:

1. Notify emergency personnel, as needed.
2. Contact District Office
3. Keep area isolated until emergency unit arrives.
4. With advice of District Emergency Operations Center, consider Shelter In Place or need for evacuation.
5. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Be prepared to carry out Shelter In Place procedures or evacuate students and follow principal's or designee's direction.
2. If evacuating, wear orange or green vest to signal classroom status and be ready to report any missing, extra or injured students.
3. When able, check "buddy" for safety.
4. If Sheltering In Place, report any missing or extra students when able.
5. Do not release students for any reason unless authorized by one-site emergency personnel or school administrators.
6. When able initiate extra duties as assigned.

After Emergency:

1. Emergency personnel will contact Health Department and contents of the package will be examined for biological agents.
2. Persons affected will receive medical and decontamination assistance.
3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the District Office, principal or designee will announce an "All Clear".
5. Students may return to regular schedule.
6. If student release is necessary, follow release plan.
7. Be prepared to provide input to *After Action Report* that will be provided by the Principal or Designee.

Note: Biological agents that include Anthrax spores infect only if inhaled, ingested, or are introduced into an open wound, or eye. Even if exposure does occur, the victim is not contagious and the condition is treatable with antibiotics, if identified early. Bacteria cannot survive exposure to ultraviolet or direct moisture.

CHEMICAL SPILL/TOXIC EMISSIONS

Incidents involving hazardous materials can occur as a result of a chemical spill (on a nearby highway or airway) or as a result of combining chemicals in a lab.

If a chemical spill or toxic emission occurs in a classroom or school building, immediately:

1. Notify main office.
2. Close doors and all windows and shut off ventilation.
3. Evacuate to nearest safe location.

Principal or Designee will:

1. (For small spills or emissions) Order the isolation of the area by instructing teachers to evacuate students and close doors to prevent anyone from entering area.
2. (For large spills or emissions) Order a Shelter-In-Place.
3. Shut off air handling system and ventilation.
4. Principal or Designee will activate the Site Incident Command Post who will:
 - a. Call 9-1-1 (Fire/HazMat)
 - b. Contact District Office
 - c. If necessary, assemble portions of the Incident Command team to assist (such as Site Facility Check and Medical Team).
5. Before evacuating, check air quality, evacuation routes and assembly areas for safety. (It is recommended to seek advice from professionals [via District Office] before evacuating students into the open air).
6. Communicate with staff using intercom or megaphone.

Teachers will:

1. Shelter In Place and wait for principal's or designee's direction to evacuate.
2. Turn off air handling system and cover vents with emergency blankets, using double sided tape. This will impede the gaseous air from entering the room.
3. If air quality is extremely compromised, provide a wet cloth or towel and instruct students to place it over the nose and mouth. Instruct students to breathe in short, quick shallow breaths.
4. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators. Be ready to report any missing or injured students.
5. If directed to evacuate, follow standard procedures
6. When able, check "buddy" for safety.
7. When able initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will deactivate event by announcing "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Be prepared to provide input to *After Action Report* that will be provided by Principal or Designee.

SEVERE WIND/WEATHER

When severe winds occur, Principal or Designee will immediately:

1. Contact District Office for further direction.
2. Assemble portions of Incident Command Teams to address hazards on site such as broken windows, fallen power lines or trees.
3. Activate of Shelter In Place.
4. Evacuate any classrooms that are bearing full force of wind to nearest safe location.
5. Cancel all scheduled outside events.
6. Monitor weather on battery operated radio.
7. Notify utility companies of any break or suspected break in utility lines.
8. Stay in control of all site activities.

Teachers will follow procedures for Drop, Cover and Hold and Shelter In Place:

1. Avoid cafeterias, auditoriums, gymnasiums and other structures with large roof spans.
2. If unable to reach a safe building, escort students to any slope in the landscape, and instruct them to "Drop, Cover and Hold".
3. If able to reach a safe building, assemble inside corridors and hallways.
4. Close windows, doors, blinds, and curtains.
5. Instruct students to "Drop, Cover, and Hold" crouching against an inside wall; instruct students to cover their head; close eyes tightly, use any available furniture as protection against falling objects.
6. Instruct students to stay away from windows and doors.
7. If dust is entering through the window cracks or between the door jams, consider using the shirts, jackets, etc. to block entry.
8. Follow any instructions given by principal or designee regarding evacuation.
9. Wear orange or green vest to signal status of classroom
10. Be ready to report any missing, extra or injured students.
11. If able, check status of "buddy".
12. If Sheltering In Place report any missing, injured or extra students.
13. When able, initiate additional duties as assigned.

If students are on a bus: Driver is instructed to pull bus off the road or park under underpass.

After Emergency:

1. Buildings will be inspected for damage prior to re-occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing "All Clear".
3. Students may return to regular schedule.
4. If student release is necessary, follow plan.
5. Be prepared to provide input to *After Action Report* that will be provided by the principal or designee.

STINGING INSECTS

If you are the witness to a beehive or swarm of stinging insects on campus:

1. Notify main office.
2. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Initiate Shelter In Place.
2. Call 9-1-1, if necessary.
3. Contact District Office, if necessary
4. Be prepared to evacuate students and staff to safer locations.
5. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, move students to nearest safe location.
2. Follow Shelter In Place procedures.
3. Instruct students not to get up and move about the room.
4. Close windows, window coverings and doors.
5. Check students and staff for insect stings. Apply first aid; obtain immediate help if severe allergic reactions occur.
6. When able, report any missing or extra students.
7. When able, check "buddy" for safety.
8. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
9. When able, initiate extra duties as assigned.

All Staff - If an actual attack of stinging insects occurs and students are in the yard:

1. Instruct students to cover their heads with their jacket, shirt, etc. and run to the nearest school building.
2. Do not swat at the insects!
3. When inside a building assist students and staff who have been stung with first aid; immediately notify main office (Incident Command Post) of severe allergic reactions and obtain medical help

After Emergency:

1. At the direction of the District Office, principal or designee will announce "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. Be prepared to provide input to *After Action Report* that will be provided by the Principal or Designee

EVACUATION PROCEDURES:

Evacuating from a classroom, building or play area is not a routine decision. If there is sudden shaking or an explosion, the teacher must immediately direct students to "drop, cover, and hold". Evacuation begins only after the principal and teacher have determined that it is safe to proceed to an assembly area. Signals and/or directions given by the principal to the teacher must be followed. In the event the principal is unable to direct the teacher, the teacher must evaluate all evacuation routes carefully before proceeding.

Principal or Designee will immediately:

1. If necessary, confirm incident.
2. Call emergency personnel, as needed.
3. If necessary activate portions or all of the Site Incident Command Post which will:
 - a. Call or confirm call to Snowline Police, or 911
 - b. Contact District Office
 - c. Assemble teams according to event.
4. Check assembly areas for safety; decide on main or alternate assembly area.
5. Check evacuation routes for safety and determine safest routes for students.
6. Stay in control of all site activities until the arrival of emergency personnel.
7. When classrooms have reported to the assembly area, collect in missing and injured student information from teachers.

Upon first indication of disturbance, Teachers will:

1. If outside, "drop, cover, and hold", if necessary.
2. When safe, evacuate students to nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
3. If inside classroom or building, check first for safest evacuation route. Look for fallen trees, down power lines, fires, damaged buildings, interrupted walkways, etc. Alternate routes may be necessary.
4. When evacuating, close door after students have cleared out; do not lock door.
5. When evacuating, it may be necessary to leave an injured or missing student behind.
6. When evacuating, if able, check status of "buddy".
7. In all instances of evacuation be ready to report any missing, injured or extra students.
8. Some teachers may be assigned additional duties on the various response teams; do not report to Incident Command Post until another adult supervises students.

DROP, COVER & HOLD AND PROCEDURES:

This exercise is most widely practiced in the event of a natural disaster such as an earthquake and most of the following references are made with that in mind. However, when any sudden disturbance or disruption occurs (such as a fire or explosion) threatening the safety of students, this exercise is most effective.

Teachers are encouraged to practice this drill often using an easy one-word command (such as “drop”) for the students to hear and respond to quickly.

If you are in a classroom:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command or signal (such as “drop”) that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended.
6. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not get up and run; falling debris is hazardous!
8. Note: Evacuation is not automatic. Check for safest route; if doubtful, stay put!

If you are in a hallway or corridor and no cover is available:

1. At the first indication of ground movement, DROP to the ground.
2. Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects.
3. Never face the window; always position back to a window; close eyes tightly.
4. If able HOLD onto any piece of furniture for shelter from falling debris.
5. Note: Evacuation is not automatic! Check for safest route; if doubtful, stay put!
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!

<p>In all instances: Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If doubtful, stay put!</p>

If you are outside:

1. Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
2. Wait for shocks to subside before standing.
3. Do not re-enter buildings until it is determined safe.
4. Move to nearest safe assembly area.
5. When able, report injuries and attendance.
6. Some teachers may be assigned additional duties on the various response teams; do not report to the Incident Command Post until students are supervised by another adult.

AIRCRAFT ACCIDENT

If you are witness to an airplane accident:

1. If able, call 9-1-1.
2. Notify main office.
3. Move students to nearest safe area.

When accident occurs, Principal or Designee will immediately:

1. Contact emergency personnel, as needed.
2. Contact District Office.
3. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
4. Check evacuation routes for safety.
5. Consider evacuation of staff and students using safest evacuation route.
6. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, "drop, cover, and hold"
2. Following accident, move students to nearest safe location.
3. If inside and classroom is unsafe evacuate students using safest route to assembly area
4. Be ready to report any missing, extra, or injured students.
5. When able, check your "buddy".
6. When able initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, principal or designee will announce "All Clear".
2. Students may return to regular schedule.
3. If student release is necessary, follow release plan.
4. District Office may provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to *After Action Report* that will be provided by principal or designee.

BOMB THREAT

If a threat is received by telephone:

1. Pay close attention to:
 - Exact wording
 - Speech characteristics
 - Background noises
2. Ask these questions:
 - Where is the bomb?
 - What kind of bomb?
 - When will it go off?
 - How big is it?
 - Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Attempt to use the *Bomb Threat Checklist*. If one is not available, listen intently to gather as much information as possible.
5. Immediately notify main office.
6. Follow instructions given by principal or designee.

If a written threat is received:

1. Notify main office.
2. Copy the contents of the threat on another sheet of paper.
3. Do not handle original message. Preserve identifying marks or fingerprints.
4. Follow instructions given by principal or designee.

The Principal or Designee will:

1. Activate the Site Incident Command Post which will:
 - a. Contact the fire and police departments.
 - b. Contact the District Office
2. Stay in control of all site activities until the arrival of the emergency personnel.
3. Instruct staff to turn off any pagers, cell phones, two-way radios or cordless phones. Do not use these devices during this threat.
4. Caution staff against picking up or touching any strange objects or packages.
5. Determine (with the district administrator) to:
 - a. Conduct a search, using police and fire departments, bomb squad and other support units.
 - b. Evacuate students during search.
 - c. Instruct students to leave belongings in classroom.
6. If evacuation is necessary caution teachers to avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden such as trashcans, drain spouts, lockers, eaves of buildings, etc.

Teachers will:

1. Instruct students to turn off any pagers or cell phones. Do not use these devices during this threat.
2. Leave the lights as they are, either on or off, but do not move or change anything.
3. Listen for unusual sounds.
4. Caution students against picking up or touching any strange objects or packages.
5. At signal for evacuation, teacher will evacuate students to the assembly area

Note: Avoid parking lots, large containers and objects or areas where secondary devices may be hidden (trash cans, drain spouts, lockers, eaves of buildings).

6. Before evacuating a classroom, look around for anything that appears suspicious or unusual.

Note: Unusual or suspicious objects may be:

- An antenna sticking out of a back pack;
- A particular student that normally carries a nice quality back pack is carrying a different appearing one, either color or quality;
- A back pack that is ticking;
- A troubled student has left a backpack in the room and hasn't been seen for a while.

7. Be ready to report missing, extra or injured students.
8. When able, check "buddy" for safety.
9. When able, initiate extra duties as assigned.

After Emergency:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow release plan.
4. Preserve *Bomb Threat Checklist* as part of the *After Action Report* (provided by principal or designee.)

Note: Because an explosive device can be controlled electronically, all electronic devices, cell phones, and pagers should be turned off and use discontinued. Radio waves can detonate the device. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.

**BOMB THREAT CHECKLIST:
SNOWLINE JOINT UNIFIED SCHOOL DISTRICT
BOMB THREAT CHECKLIST**

Number at which call is received:	Time:	Date:
Received by:	School: Desert View Independent School	

Remain Calm · listen Carefully. Ask the Caller:

When is the bomb going to explode?	
Where is the bomb now?	
What does it look like?	
What kind of bomb is It?	
What will cause it to explode?	
Did you place the bomb?	
Why are you doing this?	
Where are you calling from?	
What is your name?	
What Is your phone number?	

VOICE	SPEECH	ACCENT	MANNER	LANGUAGE	BACKGROUND
Male	Fast	Local	Polite	Calm	Factory noise
Female	Slow	Foreign	Pleasant	Rational	Office noise
Mechanical	Normal	Southern	Good	Coherent	Street traffic
Loud	Distinct	Northern	Fair	Deliberate	Trains
Soft	Stutter	East	Impolite	Righteous	Planes
High Pitch	Slurred	West	Poor	Irrational	Trucks
Deep	Distorted	Other	Foul	Incoherent	Motor
Whisper	Nasal		Angry		PA System
Familiar	Lisp		Evasive		Animals
Raspy	Intoxicated				Party
Cracking	Excited				Music
Voice Device	Accented				Static
					Voices
					Quiet
					Other

STAY CALM LISTEN ATTENTIVELY BE COURTEOUS BE PATIENT

EARTHQUAKE

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

At first indication of ground movement, all staff will:

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

The Site Principal or Designee will:

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

Teachers (*in the classroom*) will:

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command (such as "drop") that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Furniture provides protection from falling objects.
4. If no cover is available, instruct students to crouch against an inside wall; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects; cover head with arms.
5. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.
6. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
7. Do not run through a building or run outside. Falling debris is hazardous!
8. Following ground movement, check for injuries.
9. Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If unsafe, stay put!
10. Plan to use alternate routes to assembly area.
11. If possible, check on safety of "buddy".
12. Do not attempt to move an injured person unless in immediate danger.
13. Do not use matches or lighters, light fires, or operate electrical switches, as there may be gas leaks.
14. When able, initiate extra duties as assigned.

Teachers and Staff (*within* the building):

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

Teachers and Staff (*outside* the building):

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

After Emergency

1. If student release is determined, follow release plan.
2. Buildings must be inspected before re-occupancy.
3. If necessary, an alternate facility will be coordinated by the District.

FLOOD

When notification of imminent flooding occurs, Principal or Designee will immediately:

1. Contact District Office for instructions.
2. Assemble portions of Incident Command Team as necessary (such as Site Facility Check to turn off utilities and check for safest evacuation routes).
3. Determine need and ability to evacuate staff and students.
4. Check evacuation routes for safety.
5. Cancel all scheduled outside events.
6. Stay in control of all site activities.
7. Listen to news on battery operated radio.

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.
2. If evacuating, be prepared to report missing, extra or injured students.
3. When able, check "buddy" for safety.
4. When able, initiate additional duties as assigned.

After Emergency:

1. If buildings have flooded they must be inspected before occupancy.
2. At the direction of the District Office, principal or designee will deactivate event by announcing "All Clear".
3. Students may return to regular schedule.
4. If student release is necessary, follow release plan.
5. Be prepared to provide input to *After Action Report* that will be provided by Principal or Designee.

FIRE/EXPLOSION

If a fire or explosion occurs:

1. Drop, Cover and Hold.
2. If able, call 9-1-1 and Campus Security.
3. Notify main office.
4. If able, evacuate students to nearest safe location.

The Principal or Designee will:

1. Activate the Site Incident Command Post which will, among other things:
 - a. Contact the fire department/9-1-1 for assistance.
 - b. Contact District Office.
 - c. Assemble portions of Incident Command team that can assist in small fires, immediate medical issues and safe evacuation routes.
2. If evacuation is necessary, check for safest route.
3. Caution should be taken to maintain a safe upwind position away from the fire.
4. If fire alarm is used, verify situation with the fire department.
5. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

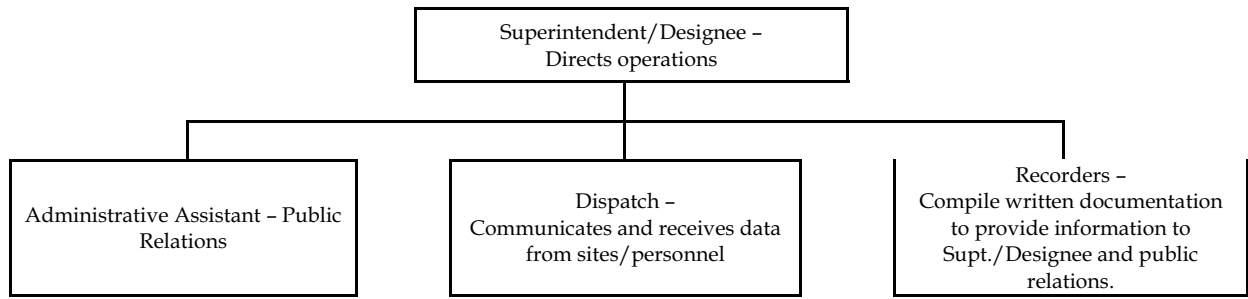
Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. When evacuating, be ready to report missing, extra or injured students.
3. Do not lock door.
4. When able, check safety of "buddy".
5. When able, initiate additional duties as assigned.

After Emergency

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow release plan.
4. Be prepared to provide input to *After Action Report* that will be provided by Principal or Designee.

District Assignments:



Incident Command System Structure

Snowline Joint Unified School District
Crisis Team 2009-2010
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Revised: 9/16/09

Emergency Telephone List

REMEMBER: 911 CAN BE USED FOR POLICE, FIRE, AND/OR MEDICAL EMERGENCIES

Name of Organization	Telephone Numbers
Fire, Police, Medical Aid	911
Snowline Police	(760) 868-5566
District Office	(760) 868-5817
<u>Fire Department</u>	
Baldy Mesa	(760) 949-0502
Phelan	(760) 868-4728
Pinon Hills	(760) 868-6565
Oak Hills	(760) 949-0325
Wrightwood	(760) 249-3206
Local Police Department	911
Non-Emergency	(760) 249-3212
<u>Sheriff Department</u>	
<u>Hospital</u>	
Desert Valley Hospital (V.V.)	(760) 241-8000
San Bernardino Community Hospital	(909) 887-6333
San Bernardino County Medical Center	(909) 580-1001
St. Mary Desert Valley Hospital (A.V.)	(760) 242-2311
Victor Valley Community Hospital	(760) 245-8691
<u>Children's Services</u>	
Child Protective Services	(760) 243-6640
Abuse Reporting (After Hours)	(800) 827-8724
Sexual Assault/Rape Crisis Hotline	(909) 886-4889
<u>Radio Stations that broadcast road conditions and other local news</u>	
KHWY 99.0 FM	(760) 256-0326
KZXY 102.3 FM	(760) 241-1313
KATJ 100.7 FM	(760) 241-1313
<u>Utilities</u>	
Southern California Edison	(800) 655-4555
Southern California Gas	(800) 427-2200
Golden State Water Co.	(760) 249-3824
Sheep Creek Water Co.	(760) 868-3755
County Service Area 64	(760) 947-5790
Zone L Water District	(800) 554-0565

School Assignments:

Site Emergency Preparedness Plan

Note: At least 2 or 3 persons shall be trained to perform each assignment

School: Desert View Independent School

Date:

Teams	Personnel (List Current Staff)	Responsibilities	Equipment/Supplies
A. Command Center	Chad Brooks Lynn Ohnmacht Angelina Landeros (On site)	<ol style="list-style-type: none"> 1. Locates near emergency assembly area. 2. Accounts for presence of all students/staff. 3. Implements and coordinates emergency operations. 4. Controls internal and external communications. 5. Prepares reports for district administration. 	Emergency staff & student rosters & other available supplies (i.e. portable radios, pencils, paper, note pads, etc.)
B. First Aid Team	Patty Garner Sharon Bonds	<ol style="list-style-type: none"> 1. Administers first aid and records information on extent of injuries and first aid administered. 2. Determines need for medical assistance. 3. Communicates information to EOC. 4. Maintains essential equipment and supplies. 	Blankets, stretchers and first aid supplies
C. Sweep and Rescue/Fire & Search Team	Bill Mulder Steve Tetley Kevin O'Leary (On site)	<ol style="list-style-type: none"> 1. Proceeds in orderly and pre-established sweep pattern; checks each classroom, storage room, multi-purpose, auditorium etc. (visually, vocally and physically). 2. Reports location of all injured persons to First Team. 3. Confirms existence and location of fires; controls fire if possible. 4. Shuts down all electrical, gas and water utilities. 5. "When Appropriate" Takes action to minimize further damages. 	Master Keys, fire extinguishers, gloves, wrenches, other available tools or supplies, hardhats and vests
D. Student and Staff Accountability Team	Sharon Bennett Lynn Ohnmacht	<ol style="list-style-type: none"> 1. Ascertain extent of injuries. 2. Takes roll; checks for missing students/staff; reports status to EOC. 	Necessary accountability material (teachers roll book/ student lists, staff roster, etc.)

Site Emergency Preparedness Plan

Note: At least 2 or 3 persons shall be trained to perform each assignment

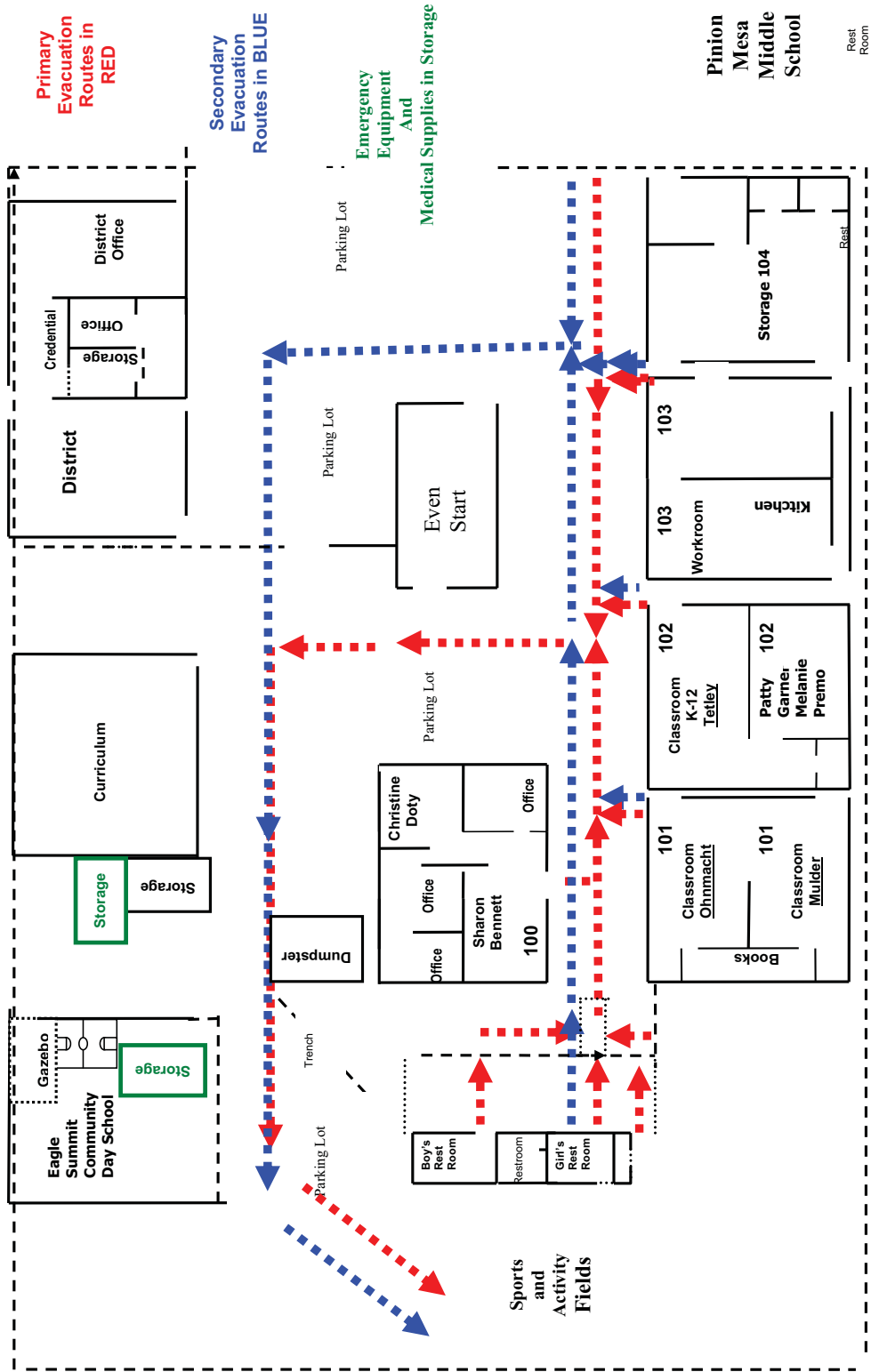
School: Desert View Independent School

Date:

Teams	Personnel (List Current Staff)	Responsibilities	Equipment/Supplies
E. Parental Communication/Reunion Gate Team	Melanie Premo Bill Mulder	<ol style="list-style-type: none"> 1. Establishes separate, secure reunion area. 2. Meets parents/guardians at designated gate; dispatches messengers to emergency assembly area to escort students to reunion area. 3. Confirms identity of parent/guardian; verifies students recognize individual claiming them. 4. Ensures that records are maintained on all students leaving the campus. 	Necessary record keeping material
F. Campus/Site Security	Steve Tetley Willie Jones	<ol style="list-style-type: none"> 1. Lock all external gates, doors, and secure site. 2. Team members stationed at designated gate to refer parents/community to appropriate areas. 3. Routes fire, police, and rescue ambulance to areas of need. 4. Prohibit entry into evacuated areas. 	Master Key, posted signs, two-way radio, site maps indicating major areas of disaster plan.
G. Sanitation	Ashley Ripperger	<ol style="list-style-type: none"> 1. Designates and maintains latrine area(s). 2. Keep assembly area as clean as possible. 	Shovels, picks, trash bags, toilet paper, water source, tarps, quick-lime porta-potties
H. Documentation/Public Information	Sharon Bennett	<ol style="list-style-type: none"> 1. Collects all communication for EOC. 2. Develops and maintains public information kit. 3. Signs in media. 	Camera, film, log, pen/pencils, form for media sign-in, cassette recorder, school maps, other record keeping material as necessary

***All remaining IA's, counselors, cafeteria staff, campus monitors, etc. report to assembly area**

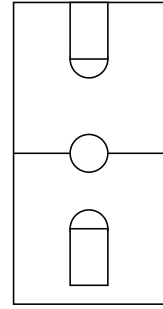
School Evacuation Map for Desert View Independent School



**Desert View Independent Site
Snowline Joint Unified School District**



Emergency Supplies
Storage



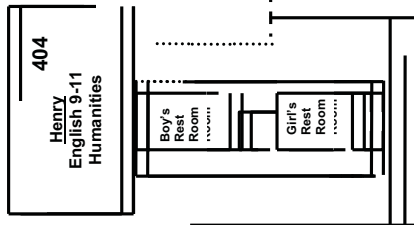
Thompson English 12

Storage
Storage

Curriculum Office

Parking Lot
Parking Lot

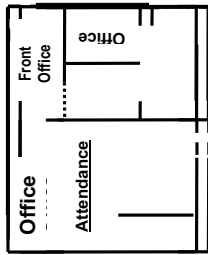
Emergency
Storage



404
Henry English 9-11 Humanities

Boy's Rest Room

Girl's Rest Room

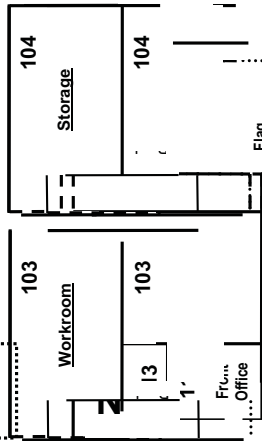


Office
Front Office
Attendance

Even
Start

Science Laboratory

Gazebo



104
Storage

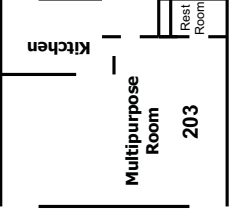
103
Workroom

102
Steve Tetley

101
Lynn Ohnmacht High School
Bill Mulder High School

Books

Restroom



203
Multipurpose Room

Flag Pole

Desert View Independent Snowline Joint Unified School District

Emergency Forms and Letters

YEARLY LETTER TO PARENTS:

Dear Parents:

Providing for your student's safety when at school is a major responsibility of our staff. All schools and other district facilities have a disaster plan. The principal and staff are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to lockdown or shelter-in-place, evacuate students or close school before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as a violent incident on campus, an earthquake, or severe storm. During these times, communication and/or transportation may be disrupted.

In the event of a major emergency or disaster, information will be given primarily through our Direct Connect telephone service. Additional information *may be* available through local radio stations.

District Release Policy

- No student will be dismissed from school unless a parent (or individual designated by a parent) comes for him/her.
- No student will be released to another person, even a relative or baby sitter, unless there is written permission to that effect or that particular person is listed on the student's *Emergency Card* in our files and is able to identify him/herself. If any of your contact information changes during the year, please visit the office to update the Emergency Card.
- All parents or designated persons who come for students must sign their student(s) out at the office, unless directed elsewhere on campus by posted signs.
- Sites will inform parents where the designated emergency assembly and release station will be set up, if there has been an evacuation.

Please be assured, we are prepared to care for your student in emergency situations. Members of our staff are trained in the areas of first aid, search and locate, and student safety to ensure that all your student needs will be met. We will communicate with local emergency services. They will be apprised of our current status and the need for additional resources.

We ask for your help in the following ways:

- Do not call the school. We will contact you, if necessary, and if possible. It is essential that telephone lines be kept open for emergency calls.
- If you come to pick up your child, please be patient and orderly. We will release students as quickly as possible. Panic can spread very quickly if everyone does not remain calm.

During the school year your child will be trained in the necessary emergency procedures. Each will learn how to react, where to assemble, and what to expect in an emergency situation.

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 760-245-6511 or visit them online at www.redcross.org. More information can be found at www.fema.org

If you have any questions or comments regarding our emergency preparations, please call the school office at (760) 868-6277.

Sincerely,

Principal
Dave Smith

**BOMB THREAT CHECKLIST:
SNOWLINE JOINT UNIFIED SCHOOL DISTRICT
BOMB THREAT CHECKLIST**

Number at which call is received:	Time:	Date:
Received by:	School: Desert View Independent School	

Remain Calm · listen Carefully. Ask the Caller:

When is the bomb going to explode?	
Where is the bomb now?	
What does it look like?	
What kind of bomb is It?	
What will cause it to explode?	
Did you place the bomb?	
Why are you doing this?	
Where are you calling from?	
What is your name?	
What Is your phone number?	

VOICE	SPEECH	ACCENT	MANNER	LANGUAGE	BACKGROUND
Male	Fast	Local	Polite	Calm	Factory noise
Female	Slow	Foreign	Pleasant	Rational	Office noise
Mechanical	Normal	Southern	Good	Coherent	Street traffic
Loud	Distinct	Northern	Fair	Deliberate	Trains
Soft	Stutter	East	Impolite	Righteous	Planes
High Pitch	Slurred	West	Poor	Irrational	Trucks
Deep	Distorted	Other	Foul	Incoherent	Motor
Whisper	Nasal		Angry		PA System
Familiar	Lisp		Evasive		Animals
Raspy	Intoxicated				Party
Cracking	Excited				Music
Voice Device	Accented				Static
					Voices
					Quiet
					Other

STAY CALM

LISTEN ATTENTIVELY

BE COURTEOUS

BE PATIENT

CLASSROOM, BUILDING AND SITE HAZARD ASSESSMENT:

Our school undergoes several inspections related to safety each school year. Although each inspection requires slightly different items, as a whole they include at a minimum all of the following areas:

Toxic, corrosive and flammable materials stored appropriately and able to withstand falling and breaking (this includes cleaning compounds, art supplies, chemistry and science materials.

Warning signs in areas where hazardous materials are stored.

Unsecured appliances

Unsecured fire extinguishers or fire extinguishers that require recharging

Unsecured cabinets, including filing cabinets

Unsecured athletic equipment

Playground equipment

Electric wires, gasoline or propane tanks, natural gas lines, fences in need of repair

Interferences to evacuation routes

Our two insurance carriers, Keenan and SCSRM annually perform audits of the site and a percentage of the classrooms. Results are given to maintenance with a correction list and a deadline to make those corrections. If something is found out of compliance in one classroom, then all classrooms are inspected for that problem.

Custodians, and sometimes a site safety committee perform a monthly inspection of both the site and classrooms. Upon completion of this inspection, a report is given to the district Maintenance Director.

The district maintenance department does an annual inspection for compliance with the Williams Settlement called the FIT (facilities inspection tool) Report. This includes an inspection of each individual classroom and campus with a comprehensive playground inspection. Two members of the district maintenance department are nationally certified playground safety inspectors. The maintenance department is also developing an individual classroom inspection for teachers.

All areas found out of compliance are resolved as soon as possible. Information regarding these reports can be obtained from the Director of Maintenance.

DISASTER REPORT FORM

Site: _____

Time: _____

Contact: _____

Time: _____

1. Injured: Immediate _____

Students _____

Staff _____

Delayed _____

Students _____

Staff _____

2. Deceased: _____

3. Have all buildings been cleared: _____ Yes _____ No

Structural Collapse _____

Trapped Victims _____

Resources Needed

4. Utilities

Gas On _____ Yes _____ No

Electric On _____ Yes _____ No

Water On _____ Yes _____ No

Fire On _____ Yes _____ No

Campus On _____ Yes _____ No

**SEARCH AND RESCUE
FIRST AID FORM**

Teacher's Name:

Room#:

Individuals Trapped In Room:

Missing Persons and Possible Location:

Persons Injured and Location:

All Students/Teachers/Aides/Volunteers Accounted For In This
Room:

STUDENT RELEASE AUTHORIZATION FORM:

STUDENT RELEASE AUTHORIZATION FORM

Instructions: Please ask Parent(s) of students to complete the following:

We request the following students (LIST NAMES):

1.	2.
3.	4.
5.	6.

be released to me/us

(Print Your Name(s))

Relationship to Student

Our Intended Destination Is

(Location, Including Address)

Requestor Signature

TEACHER NOTES: Student is _____ Absent _____ Receiving First Aid _____ Missing _____

Teachers Signature

TO BE COMPLETED BY STUDENT RELEASE TEAM

Student Name

The above named student(s) was released to a person(s) named on the student Emergency Card.

The above named student(s) was released to a person(s) not listed on the student Emergency Card.
Student(s) knew the person requesting the release, and parent/guardian was contacted for approval.

Date of Release

Time of Release

**THE SUPPLY LISTS FOLLOWING THIS PAGE MAY BE
USED OR MODIFIED TO MEET INDIVIDUAL SITE
NEEDS**

SUGGESTED FIRST AID SUPPLY LIST

Quantities listed are designed to accommodate 100 persons.

<u>QUANTITIES:</u>	<u>DESCRIPTION:</u>
20 rolls	Adhesive tape
8 oz.	Alcohol, rubbing
1 box	Ammonia, aromatic (10 caps per box)
4 boxes	Applications, cotton, Q-Tip (54 per box)
1 box	Aspirin tablets
12 (4 oz.) Btls.	Antiseptic
25 each	Bags, polyethylene, 32 gal.
400 each	Bandage, Band-Aid, assorted
12 each	Bandage, Kerlix, 2", non-sterile
12 each	Bandage, Kerlix, 4", non-sterile
10 each	Bandage, triangular, muslin
25 each	Blanket, emergency, disposable
10 each	Blanket, institutional, cotton
4 each	Board, back, 6'x18', w/straps
5 each	Cold Pack, instant
100 each	Cups, drinking, disposable
100 each	Dressings, butterfly, assorted
1 each	Dropper, eye
1 each	Forceps, splinter
100 each	Gauze pad, sterile, 2"x2"
100 each	Gauze pad, sterile, 4"x4"
5 each	Gauze pad, sterile, 8"x10"
50 each	Gloves, disposable
8 oz	Hydrogen Peroxide
4 boxes	Kleenex, facial
25 each	Mask, filter
25 boxes	Moist Towelettes
1 each	Pan, dish, plastic
5 jars	Petroleum jelly
5 Pair	Scissors
1 each	Classroom Supply chest

SUGGESTED SEARCH AND RESCUE SUPPLY LIST

Quantities listed must be available to each Search And Rescue Team.

QUANTITIES:

DESCRIPTION:

1 each	Bar rescue, Hooligan tool
1 each	Goggles, safety, gauntlet, lg.
1 each	Hammer, claw, 16 oz.
1 each	Hammer, sledge, 8 oz.
1 each	Hat, hard, adjustable, yellow
1 each	Hacksaw, w/4 extra blades
1 each	Ladder, 10" aluminum
1 each	Pliers, all-purpose, 10"
2 each	Rope, manila, 1/2"x50'
1 each	Screwdriver, 8" blade, plastic handle
1 each	Screwdriver, Phillips, 6" blade, plastic handle
1 each	Shovel, lady, round point 9"x12" blade
2 rolls	Tape, duct, 2"
1 each	Wrench, adjustable, crescent 10"
1 each	Backpack
1 each	Marking pen
2 each	Color coded identification bands
2 each	Basic first aid kits

**SUGGESTED
ASSEMBLY AREA SUPPLY LIST**

Quantities listed are designed to accommodate 100 persons.

QUANTITIES:

DESCRIPTION:

25 each	Bags, polyethylene, 32 gal.
100 each	Cups, drinking, disposable
4 boxes	Kleenex, facial
25 each	Napkins, sanitary
16 oz.	Soap, green
1 each	Barrel, water, plastic, 55 gal.
200 each	Bar, granola
2 each	Battery, flashlight, D cell
1 each	Portable radio
1 each	Flashlight, 2 cell, D cell w/ battery
1 each	Lantern, Coleman, w/1 gal fuel and 2 extra mantles
25 each	Matches, waterproof
2 each	Non-electric can opener
5 Boxes	Water purification tablets
3 Boxes	"Busy Work Boxes", including writing paper, art paper, pencils, crayons, worksheets, and coloring books

SUGGESTED SANITATION SUPPLY LIST

Quantities listed are designed to accommodate 100 persons.

QUANTITIES:

25 each
50 each
1 pair
1 each
2 each
1 each classroom
15 rolls

DESCRIPTION:

Bags, polyethylene, 15 ct., for toilet
Bags, polyethylene, 32 ct
Gloves, safety
Shovel, Lady, round point, 9" x12" blade
Tarps
Wastebasket
Toilet paper

CURRICULUM THAT EMPHASIZES PREVENTION AND ALTERNATIVES TO VIOLENCE

Character Counts!sm

*Character Counts!*sm is two things: an educational framework for teaching universal values and a national coalition of organizations that support each other. A person of character is a good person, someone to look up to and admire; knows the difference between right and wrong and always tries to do what is right; sets a good example for everyone; makes the world a better place; and lives according to the six pillars of character.

These six pillars, or core ethical values, form the foundation of the *Character Counts!*sm program:

Trustworthiness - Be honest • Don't deceive, cheat or steal • Be reliable – do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal – stand by your family, friends and country

Respect - Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility - Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act – consider the consequences • Be accountable for your choices

Fairness - Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring - Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship - Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

Second Step

Second Step is a violence prevention curriculum implemented in kindergarten through fifth grades at some of the elementary schools.

Students participating in *Second Step* learn and practice vital social skills, such as empathy, emotion management, problem solving, and cooperation. These essential life skills help students in the classroom, on the playground, and at home.

Research indicates that children who are socially competent perform better academically. *Second Step* lessons give tools to help children become socially skilled and develop strong bonds to school.

The engaging photo-lesson cards show adults and children expressing emotions and solving problems in real-life situations. Lesson cards include objectives, scripts, discussion questions, role-plays, and other activities. Lively classroom videos also spark discussion, enriching students' learning of important social and emotional skills.

Project Alert

Project Alert is a school-based prevention program for middle or junior high school students that focuses on alcohol, tobacco, and marijuana use. It seeks to prevent adolescent nonusers from experimenting with these drugs, and to prevent youths who are already experimenting from becoming more regular users or abusers. Based on the social influence model of prevention, the program is designed to help motivate young people to avoid using drugs and to teach them the skills they need to understand and resist pro-drug social influences. The curriculum is comprised of 11 lessons in the first year and 3 lessons in the second year. Lessons involve small-group activities, question-and-answer sessions, role-playing, and the rehearsal of new skills to stimulate students' interest and participation. The content focuses on helping students understand the consequences of drug use, recognize the benefits of nonuse, build norms against use, and identify and resist pre-drug pressures. Project Alert is implemented at Pinon Mesa and Quail Valley Middle Schools.

Too Good For Drugs

Too Good for Drugs is a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco and other drug (ATOD) use among students.

Too Good for Drugs has a separate, developmentally appropriate curriculum for each grade level in kindergarten through twelfth grade. Each curriculum builds on earlier grade levels, an instructional design which enables students to learn important skills sequentially and retain them year after year.

Too Good for Drugs builds five essential life skills:

- Goal setting
- Decision making
- Bonding with pro-social others
- Identifying and managing emotions
- Communicating effectively

Too Good for Drugs is implemented in kindergarten through fifth grade at some elementaries, in the middle school at Heritage, and at Serrano High School.

Snowline School Police Department

The Snowline School Police Department was formed to prevent violence and crime on Snowline School Campus'. Currently there are 4 full-time police officers and one security officer. The department is a Post Certified Police Department which entitles the officers to full police powers such as writing citations, taking students into custody, and other duties. The Snowline Police Department coordinates with other local law enforcement, and with other school district police departments.

The officers develop relationships with families, counsel students, and enforce the rules of the school and laws of the community. When asked, the officers do assemblies or classroom presentations aimed at drug and violence prevention. While the officers are available for all sites, they spend the majority of their time at the secondary schools. The District has found the Police Department to be a good preventative measure against drug and alcohol use on campus, as well as violence and crime.

POSITIVE SCHOOL CLIMATE/ SAFE AND ORDERLY LEARNING ENVIRONMENT

Drug and Alcohol- Provides Substance Abuse Education.

Anger Management-Provides Self-Discipline and Self-Control.

PROCEDURES FOR COMPLYING WITH EXISTING LAWS RELATED TO SCHOOL SAFETY

CHILD ABUSE REPORTING PROCEDURES

Child abuse has severe consequences and the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. *Reasonable suspicion* means that is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

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

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reports shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect. Teachers are informed of this mandated reporting and asked to sign a statement of compliance with Child Abuse Reporting Requirements.

Child abuse or neglect includes the following:

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child
5. Unlawful corporal punishment or injury

Child abuse or neglect does not include:

1. A mutual fight between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

Initial Telephone Report

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The phone number for CPS is 1-800-827-8724 or 909-384-9233

Written Report

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. The form is to be faxed to: 909-891-3545 or 909-891-3560

SUSPENSION AND EXPULSION POLICY

Suspension

Suspension is the temporary removal of a pupil from regular classroom instruction or from school for disciplinary purposes.

A teacher may refer a pupil to the principal or designee for consideration of a suspension from the school. The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for no more than five consecutive school days unless the suspension is extended pending expulsion.

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used violence against another person.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully ordered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person *another* liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by pupil of his/her own prescription products.
- i. Committed an obscene act or engage in habitual profanity or vulgarity.
- j. Had lawful possession of, or unlawfully offered, arranged, or negotiated to sell, any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, meaning a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050.
- r. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principals or occurring within any other school district. A pupil may be suspended or expelled for acts that occur:
 1. While on school grounds
 2. While going to or coming from school
 3. During the lunch period whether on or off the campus
 4. During, or while going to or coming from, a school sponsored activity

A student in grade 4-12 may also be suspended for:

1. Sexual Harassment - Conduct considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Hate Violence - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence [injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation.
3. Hazing/Bullying/Harassment - Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
4. Hostile Educational Environment - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
5. Terrorist Threats - Made terrorist threats against school officials and/or school property.

Expulsion

Expulsion is the removal of a pupil from enrollment in a school or the district as ordered by the Board of Education. Pupils can be expelled only for those reasons for which they can also be suspended.

Mandatory Expulsion – State law requires that the superintendent or the school principal must recommend expulsion if the student has committed any of the following acts at a school or at a school activity [Education Code 48915]:

1. Possessing, selling or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a specified controlled substance.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.

Discretionary Recommendation – The superintendent or principal must recommend expulsion if the student has committed any of the following acts at school or at a school activity, unless particular circumstances make expulsion inappropriate [Education Code 48915]:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, explosive or other dangerous object of no reasonable value use to the student.
3. Unlawful possession of any specified controlled substance, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. Robbery or extortion.
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

State law provides for due process and rights to appeal any order of expulsion.

**SNOWLINE JOINT UNIFIED SCHOOL DISTRICT
SUSPENSION/EXPULSION NOTIFICATION**

DATE:

TO:

Teacher's Name

FROM:

Administrator

SUBJECT: STUDENT DISCIPLINE HISTORY

Pursuant to Legislative Bill AB29 and Education Code 49079, this notice is to inform you that our office has received a copy of the above named student's cumulative file. The cumulative file includes previous suspension or expulsion information during the previous three school years.

You have a right to view this information. Please return this notice to my office ASAP. Upon receipt, you will have the opportunity to view the suspension/expulsion information.

Please check one:

I wish to view the suspension/expulsion information listed in the student's cumulative file.

I do not wish to view the suspension/expulsion information listed in the student's cumulative file.

Signature

Date

DISCRIMINATION AND HARASSMENT POLICIES

Discrimination Policy

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

The *Deputy Superintendent of Personnel* handles complaints regarding discrimination and inquiries regarding policies. Any student who feels that he/she is being harassed should immediately contact a school employee or the principal. Any student who observes an incident of harassment should report the harassment to a school employee or the principal, whether or not the victim files a complaint.

Student Sexual Harassment Policy

The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The Board expects students or staff to immediately report incidents of sexual harassment to the student's teacher, Principal, Assistant Principal or Designee or to another District Administrator. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

DEFINITION

Committed sexual harassment as defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would be considered by a reasonable person of the same gender as 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.

INSTRUCTION/INFORMATION

The Superintendent or designee shall provide to all district students age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made.

COMPLAINT PROCESS

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Director of Personnel or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

DISCIPLINARY MEASURES

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

For students in grades 4 through 12, disciplinary action may include suspension/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

RECORD KEEPING

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools. All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

PROHIBITED SEXUAL HARASSMENT CONDUCT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

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

Types of conduct which are prohibited, and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposely cornering or blocking normal movements
10. Displaying sexually suggestive objects
11. Continuing to express sexual interest after being informed that the interest is unwelcome
12. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

NOTIFICATIONS

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted
3. Be provided as part of any orientation program, and/or in new enrollee packets.
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct
5. Be provided to employees and employee organizations

COMPLAINT PROCEDURE

1. Informal Resolution
 - a. Students and or staff members who feel aggrieved because of conduct that may constitute sexual harassment should directly inform the persons engaging in conduct that such conduct is offensive and must stop.
 - b. Students and or staff members who feel aggrieved because of conduct that may constitute sexual harassment shall inform the Principal, Vice Principal, immediate supervisor, or designee so that he/she may take remedial action.
2. Formal Complaints
 - a. An aggrieved student may file a written complaint with the Principal, Vice Principal, or designee. A copy of the written complaint shall be forwarded to the Superintendent or his designee.
 - b. The informal resolution procedures set forth above are not a precondition to the filing of a complaint.
 - c. Students filing a complaint need not file a complaint with a person they feel is sexually harassing them.

INVESTIGATION OF COMPLAINTS AT SCHOOL (SITE-LEVEL GRIEVANCE PROCEDURE)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
 - a. The student who is complaining
 - b. The person accused of harassment
 - c. Anyone who witnessed the conduct complained of
 - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - a. The Superintendent or designee
 - b. The parent/guardian of the student who complained
 - c. If the alleged harasser is a student, his/her parent/guardian
 - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
 - e. Child protective agencies responsible for investigating child abuse reports
 - f. Legal counsel for the district
 - g. Law enforcement
4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.
5. In reaching a decision about the complaint, the principal or designee may take into account:
 - a. Statements made by the persons identified above
 - b. The details and consistency of each person's account
 - c. Evidence of how the complaining student reacted to the incident
 - d. Evidence of any past instances of harassment by the alleged harasser
 - e. Evidence of any past harassment complaints that were found to be untrue
6. To determine the severity of the harassment, the principal or designee may take into consideration:
 - a. How the misconduct affected one or more students' education
 - b. The type, frequency and duration of the misconduct
 - c. The number of persons involved
 - d. The age and gender of the person accused of harassment
 - e. The subject(s) of harassment
 - f. The place and situation where the incident occurred
 - g. Other incidents at the school, including incidents of harassment that were not related to gender
7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
9. Within ten school days after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

ENFORCEMENT

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following: Removing vulgar or offending graffiti; providing staff inservice and student instruction or counseling; notifying parents/guardians of the actions taken; notifying child protective services and/or law enforcement; taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knew was not true.

APPEAL TO THE BOARD OF TRUSTEES

The complainant may appeal the decision of the Superintendent to the Board of Trustees in writing. The Board of Trustees shall hear the matter at the next regularly scheduled meeting. At the conclusion of the hearing the Board shall adopt written findings of fact and make a decision.

Students Dress, Grooming, Gang Apparel

It is the intent of the Board, district and site personnel to provide a safe, healthy and educationally motivating environment for students. A standard K-12 dress policy has been adopted by the school Board in order to provide the best possible learning situation.

A student may not remain at school when dressed in a manner in which his/her clothing or lack of clothing (1) creates a safety hazard of said student or for other students at school, and/or (2) constitutes a serious and unnecessary distraction to the learning process or tends to disrupt campus order. The principal at each school or the principal's designee shall be charged with making the determination if clothing or apparel constitutes a threat to safety, campus order, or is unduly distracting therefore disrupting the educational process.

When dress is found to be in violation of this policy, the student may be required to modify his/her clothing in such a manner that it no longer violates this policy. If necessary, the student may be taken or sent home to modify unacceptable dress. Refusal to take steps as directed to comply with proper dress as described in this policy shall be cause for disciplinary action against the student.

I. Students, while at school or any school-related activity, are not permitted to wear:

1. Oversized clothing. No pants or shorts may be worn with the waist below the normal waist line of the individual or for the design of the pants or shorts. No oversized pants, shorts, or shirts either in length, waist, or size will be allowed. Pants and shorts must be securely fastened at the waist.
2. Spikes and chains are prohibited on campus.
3. Strapless or backless garments (except at formal school dances), see-through clothes, cut-up clothing, bathing suits, gym shorts (except during P.E. classes), jogging shorts, bare midriffs, low-cut garments.
4. Clothing that portrays suggestive, derogatory or insulting pictures or writings. Students will be requested to cover tattoos of a suggestive, derogatory, or insulting nature.
5. Bizarre clothing, costumes, ridiculous hats, bandannas, hairnets, etc. (except for a school related activity).
6. Any article of clothing which in any way is suggestive or can be construed to have a "double meaning."
7. Any article of clothing or jewelry that refers to any type of alcohol, drug or act which is illegal or hazardous to one's health.
8. Any garment or accessory displaying emblems of outside clubs or organizations that become disruptive to school operation.
9. Shirts or other tops with buttons or zippers are to be worn but zipped so that chest or stomach areas will not be exposed.
10. Hats shall not be worn while in any building on school property except in circumstances (i.e. health reasons).

Students Dress, Grooming, Gang Apparel

Footwear should be appropriate for normal activities and should have hard comfortable sole and back support. Examples of inappropriate footwear include:

1. Thongs
2. Bedroom slippers
3. Moccasins
4. Footsies

11. Street gangs operating throughout Southern California have been associated with a number of instances of violence and illegal activities. Many students and their parents fear that the presence of such gangs on a school campus may cause violence endangering students who may or may not be members of such gangs.

The school administrators are responsible for providing periodic updates to staff on the nature of gang activities and attire so that staff can make good judgments in this area. In addition administrators and counselors are responsible for insuring that parents are aware of the rules.

Jackets, bandanas, caps, or other clothing bearing signs and insignias of gang identification are not allowed to be worn or carried on any Snowline School District campus. In addition, the wearing of any clothing or accessory identified in the future by the San Bernardino County Sheriffs Department as being gang related will not be allowed to be worn or carried on any Snowline School District campus.

The principal or designee will make the determination regarding the appropriateness of apparel and its relationship to safe and secure campuses. The decision of the principal shall be final.

SCHOOL DISCIPLINE

The disciplinary actions taken by the administration of will be firm, consistent, and fair. Students who violate school rules and policies are subject to the discipline guidelines listed below. The seriousness of the offense and the conditions under which it occurred are factors to be considered.

1. Alcohol

A. First Offense

1. Suspension and parent conference
2. Referral to law enforcement
3. Suspension pending referral to an alternate program and/or expulsion or exclusion

B. Succeeding Offenses

1. Suspension pending referral to an alternate program, and/or expulsion or exclusion

2. Arson, Vandalism/Defacing or Use of Explosives

In all cases, the student for damages or losses that occur will make payment, and all arson cases will be reported to the fire department.

A. Any Offense

1. School site discipline
2. Suspension and parent conference
3. Referral to law enforcement
4. Severe violation will result in recommendation for expulsion and arrest

3. Battery (Bodily Harm)

A. Any Offense

1. Suspension and parent conference
2. Referral to law enforcement

4. Assault and/or Battery on Teachers or Other School Personnel

A. Any Offense

1. Suspension
2. Referral to law enforcement

5. Classroom Referrals and Defiance of Authority

This includes, but is not limited to, noncompliance towards each school's gum/candy policy, violation of Tulare City School District's dress/appearance code, and disruptive behavior.

A. Any Offense

1. School site discipline
2. Parent conference
3. Possible suspension
4. Possible placement in an alternate program
5. Possible expulsion or exclusion

6. Drugs and/or Narcotics

A. Use or Possession

1. Referral to law enforcement
2. Suspension and parent conference
3. Recommendation for expulsion
4. Selling
5. Arrest and recommendation for expulsion

7. **Extortion (Force or Fear)**
 - A. **First Offense**
 1. School site discipline
 2. Suspension and parent conference
 3. Possible referral to law enforcement
 4. Possible referral to an alternative program
 - B. **Succeeding Offenses**
 1. Suspension
 2. Referral to law enforcement
 3. Recommendation for expulsion
8. **Forgery**
 - A. **Any Offense**
 1. Parent conference
 2. School site discipline
 3. Possible suspension
9. **Gambling**
 - A. **Any Offense**
 1. School site discipline
10. **Hazing/Student Harassment**
 - A. **Any Offense**
 1. School site discipline
 2. Suspension
 3. More serious offenses may lead to a recommendation for expulsion
11. **Insults and/or Abuse to School Personnel**
 - A. **Any Offense**
 1. School site discipline
 2. Suspension and parent conference
 3. Possible recommendation for expulsion
12. **Loitering**

Students may not be on a school campus without permission of that school's administration. Repeated offenses, or refusal to leave, will lead to suspension and/or arrest.
13. **Profanity, Vulgarity or Pornography**
 - A. **Any Offense**
 1. School site discipline
 2. Possible suspension
 3. Serious or repeated violations may lead to expulsion or placement in an alternative program

14. Student Sexual Harassment

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the District. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal. The Board expects students or staff to immediately report incidents of sexual harassment to the principal, vice principal or designee or to another district administrator. The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

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, made by someone from, or in, the educational setting. (Education Code 212.6) For the purpose of further clarification, sexual harassment includes, but is not limited to:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Assaulting, touching, impeding, or blocking movement.
7. Continuing to express sexual interest after being informed that the interest is unwelcome.
8. Making reprisal, threats of reprisal, or implied threats of reprisal following a report of harassment.

15. Tobacco (Use or possession)

A. Any Offense

1. Parent conference
2. School site discipline
3. Suspension

16. Threats

A. First Offense

1. School site discipline
2. Possible suspension and immediate referral to law enforcement for terrorist threats

B. Succeeding Offenses

1. School site discipline and parent conference
2. Suspension and possible expulsion or placement in an alternative program
3. Referral to law enforcement

17. Weapons

A student in possession of any object that is determined by an administrator to be a weapon, with or without the intent of use, is subject to penalty as designated below:

1. Confiscation
2. Parent contact
3. Police contact
4. Suspension
5. Possible expulsion

18. Withholding Records

A pupil's grades, diploma, and transcripts may be withheld if district property is damaged or not returned by the pupil.

CURRENT STATUS OF SCHOOL CRIME

UMIRS DATA – 2007/2008

Schools	Students with 3 or More Unexcused Absences	Number of Incidents: Student Brought or Possessed Firearm or Explosive on School Grounds During School Hours or School-Sponsored Activity	Number of Expulsions	Number of Suspensions
Baldy Mesa	171	0	0	27
Heritage	125	0	0	5
Phelan	257	0	2	146
Pinon Hills	68	0	0	8
Vista Verde	521	0	0	48
Wrightwood	80	0	0	1
Pinon Mesa	243	0	24	282
Quail Valley	382	0	17	111
Serrano	1673	0	79	531
Chaparral	200	0	14	98
Desert View	2	0	0	1
Eagle Summit	38	0	1	298

CALIFORNIA HEALTHY KIDS SURVEY

KEY FINDINGS
SECONDARY
FALL 2007
SNOWLINE JOINT UNIFIED

REVISED JULY 2008



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INTRODUCTION

The Snowline Joint Unified School District administered the California Healthy Kids Survey (CHKS) in Fall 2007. We wish to thank all the school staff, teachers, parents, and students who participated in the survey for their commitment, time, and effort.

The CHKS is a service provided by the California Department of Education (CDE) to districts that want to collect information on the health risks and resilience of their students. This report provides a summary of the survey's purpose and key findings relating to substance use, violence and safety. While it is essential to identify and address student problems, it is equally important that we do not lose sight of the positive behaviors and attitudes of most youth. The CHKS provides the data to do this. This report summarizes the results for key indicators of risk and well-being. The complete survey results are available in the district's Technical Report.

Why Was the Survey Conducted?

The “CHKS Goals” at the end of this document provides the reasons why the district administered the survey. The most important reason is the monitoring of progress toward promoting youth well-being and school success. Schools increasingly need—and are often required—to find out what problems their students face and to put in place programs to address them. This is an essential part of efforts to improve student academic performance and positive youth development.

More specifically, the survey meets the requirements of the federal Safe and Drug Free Schools and Communities Act (SDFSCA) and contains eleven performance indicators that the California Department of Education has identified for schools to monitor in meeting the Act's goals of reducing substance use and violence by youth, as required by the No Child Left Behind Act of 2001. The results for these Performance Indicators are summarized in Tables 2 and 3.

How Was the Survey Conducted?

The survey was conducted using passive parent consent. The CHKS targets students in grades 5, 7, 9, and 11. The district conducted the survey using strict guidelines to preserve student privacy, data confidentiality, and all other student and parent rights. Each student's participation was completely voluntary and anonymous. The district administered the survey following detailed written instructions and on-call technical assistance from a CHKS Center.

Who Took the Survey?

Table 1, on the following page, presents the number of students that participated in the CHKS. According to CHKS standards, the district must collect completed answer sheets from a minimum of 60% of students at each surveyed grade level (at a minimum grades 5, 7, 9, and 11) to produce representative data. The lower the percentage of participating students below 60%, the less valid and useful are the results. Overall, the results for the district appear reliable and are a good reflection of student behavior.

Table 1. Description of Participating Students

	Grade 7	Grade 9	Grade 11
Number of Students Surveyed	608	537	515
Percent of Students Participating	76%	69%	75%
Gender (%)			
Males	46	53	48
Females	54	47	52
Race/Ethnicity* (%)			
American Indian or Alaskan Native	11	6	6
Native Hawaiian or Pacific Islander	3	1	1
Asian	4	4	4
Black or African American	6	5	6
Hispanic or Latino/Latina	37	34	35
White or Caucasian (non-Hispanic)	44	55	57
Other	17	13	9
Selected more than one category	17	15	14

*Students that selected more than one category were counted in each category. Therefore, these columns may add up to more than 100%.

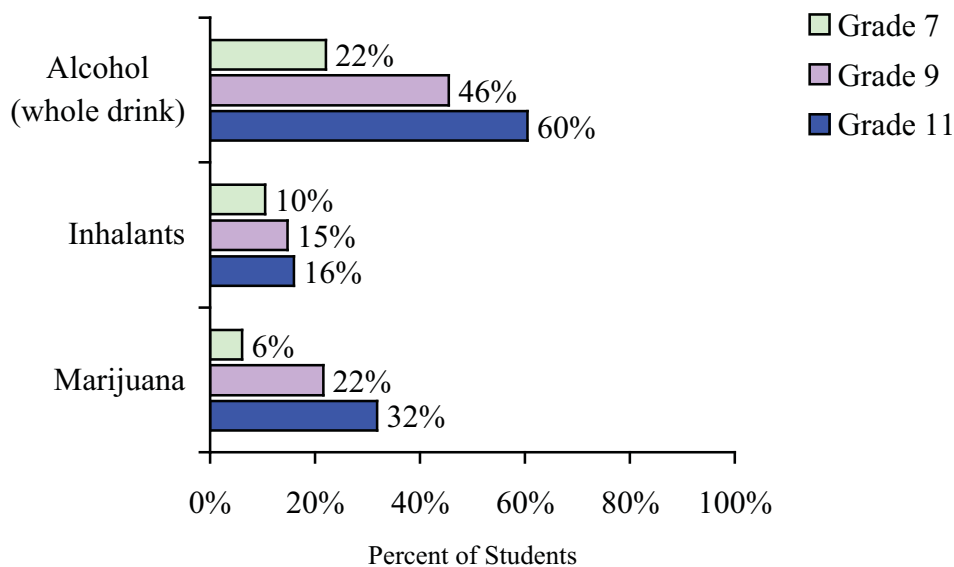
ALCOHOL, TOBACCO, AND OTHER DRUG USE

Reported in this section are the results for lifetime and current substance use, alcohol and drug use at school, high-risk behaviors such as binge drinking and drinking and driving, and perceived harm. Tables 2 and 3 on pages 13 through 15 displays state and national comparison data for CDE's Performance Indicators.

Lifetime Use of Alcohol and Other Drugs

Chart 1 illustrates the percent of students who have ever tried a full drink of alcohol (not just a sip), inhalants, or marijuana. These data provide information about the overall drug environment in the school and community. However, lifetime use rates include students who may have only experimented once.

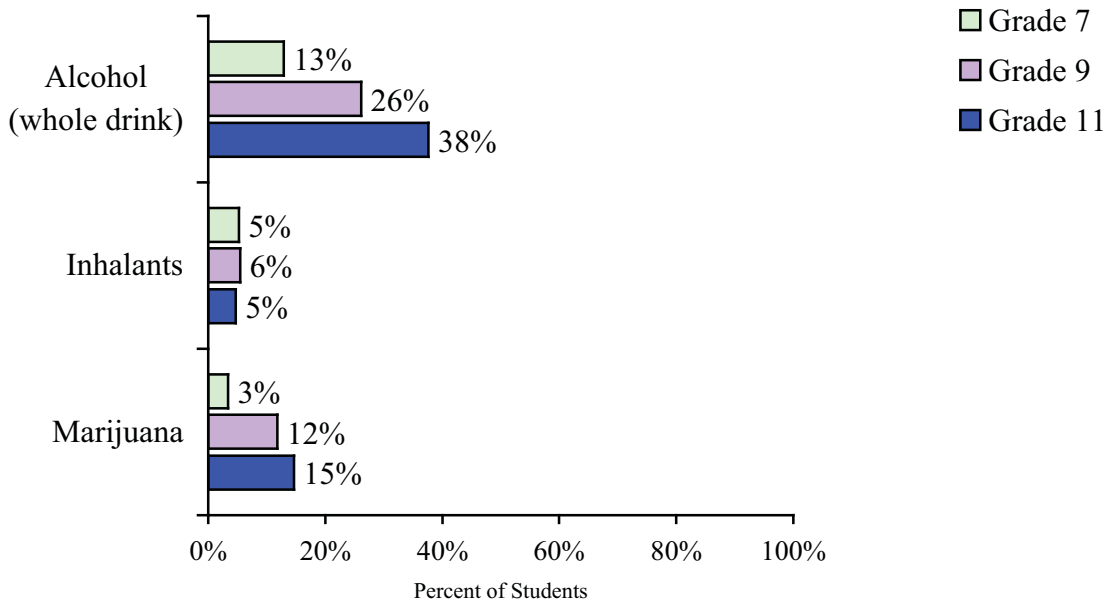
Chart 1. Percent of Students Who Used Alcohol and Other Drugs at Least Once in Their Life



Current Use (Past 30 Days) Of Alcohol and Other Drugs

Chart 2 shows the percent of students who are current users of the same three substances displayed in Chart 1, having consumed them in the thirty days before the survey. These students, particularly in high school, may be regular users and not just students who experiment.

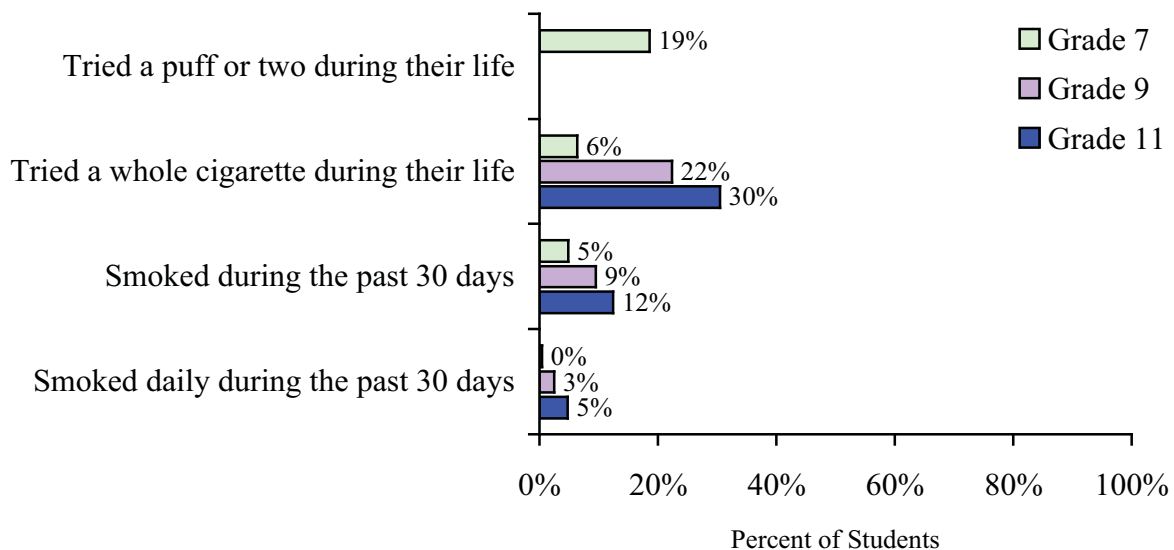
Chart 2. Percent of Students Who Used Alcohol or Other Drugs During the Past 30 Days (Current Use)



Tobacco Use, Lifetime and Current Use

Chart 3 shows the percent of students who experimented with tobacco at least once in their lives, either smoking one or two puffs or a whole cigarette. In addition, the chart displays the percent of students who in the 30 days before taking the survey smoked at least one cigarette as well as smoked daily (at least 20 days).

Chart 3. Percent of Students Who Participated in Various Levels of Tobacco Use



High Risk Behaviors

The CHKS asks students several questions that help determine the level and risk of substance use as a guide for programs targeting serious involvement. Chart 4, on the following page, shows the percent of students who drank alcohol or smoked marijuana on school property, had been sick after drinking, had been high in their lifetime, and drank excessively in the past month.

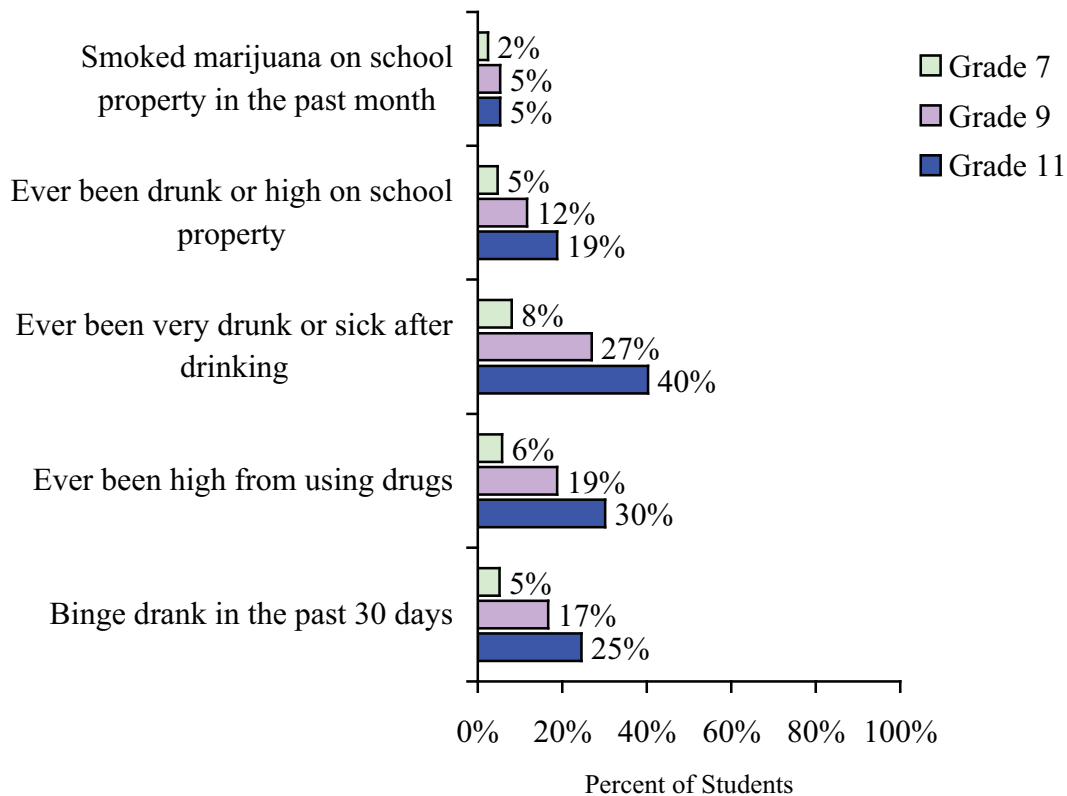
Use at School. Special attention should be paid to alcohol and other drug use at school, as this is a key indicator of serious involvement, as well as a lack of attachment or sense of belonging to the school. These behaviors interfere with students' educational development. Because marijuana is long lasting, can be easily concealed, and is consumed quickly, its use has been particularly associated with attending school “high.”

Drunk or High. Youth were asked whether they had *ever* been drunk or sick after drinking alcohol, or been high from using drugs. When considering this information, keep in mind that youth may feel that they are drunk when an adult would not, and that, because of their lower body weight, it also takes less alcohol for them to get drunk.

Binge Drinking. One of the most widely used definitions of heavy drinking is the consumption of five drinks in a row in a single setting or occasion. This is frequently called “binge drinking” or “episodic” heavy drinking. Adolescent binge drinkers open themselves up to many alcohol-related problems, such as losing control over their actions, making poor choices, and taking part in high-risk activities such as unprotected sex or driving while intoxicated.

Involvement in Drinking and Driving. Driving under the influence is one of the main causes of traffic accidents and death among youth. To gauge the overall risk to students from drinking and driving, high school students were asked how often they had ever driven after drinking or been driven by a friend under the influence. 21% of 9th graders and 30% of 11th graders indicated they had either driven a car after drinking or been a passenger in a car driven by a friend who had been drinking. 48% of 7th graders reported riding in a car with a driver who had been drinking. At the middle school level, these drivers are mainly parents and guardians.

Chart 4. Percent of Students Who Participated in High Risk Behaviors Associated with Alcohol, Tobacco, or Other Drugs



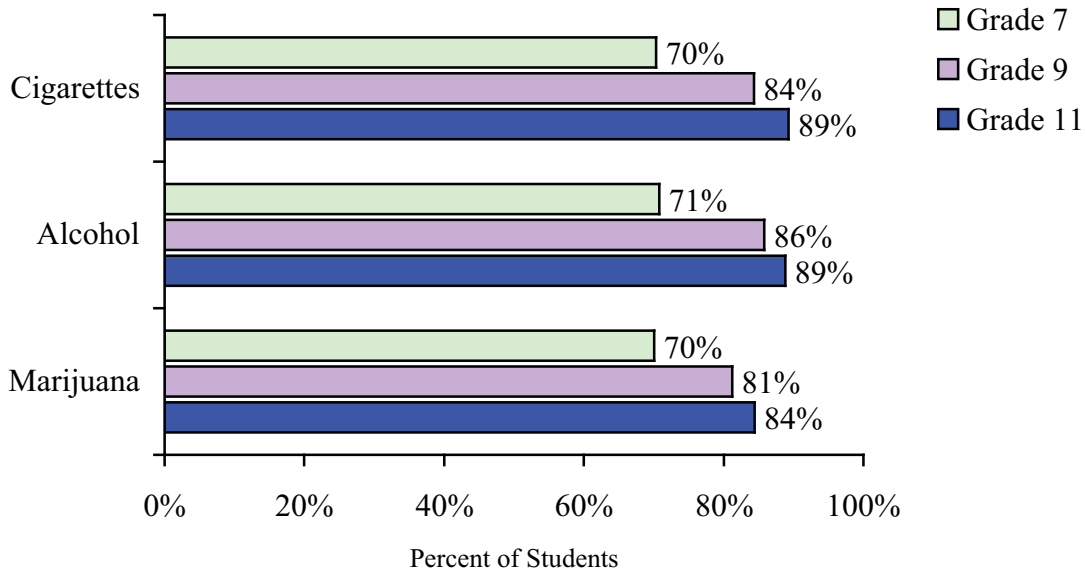
Perceived Harm

As a way to measure attitudes toward substance use, the CHKS asks students how they feel about frequent use (at least once a day) of cigarettes, alcohol, and marijuana. Chart 5 provides the results for students who think it is harmful.

The relationship of knowledge, attitudes, and behavior is complex. Only providing information about the dangers of alcohol, tobacco, and other drug use has had little impact on behavior. However, state and national data indicate that if students think using alcohol, tobacco and other drugs is extremely harmful or risky they will be less likely to use them. This means that talking to students about the use dangers is an important part of a total prevention program.

Research has consistently shown that the great majority of students believe that frequent use of cigarettes, alcohol, and marijuana is harmful. However, it seems students usually think alcohol is less dangerous than tobacco, and that tobacco is less harmful than marijuana.

Chart 5. Percent of Students Who Feel Frequent Use of Alcohol, Tobacco, and Other Drugs is Harmful



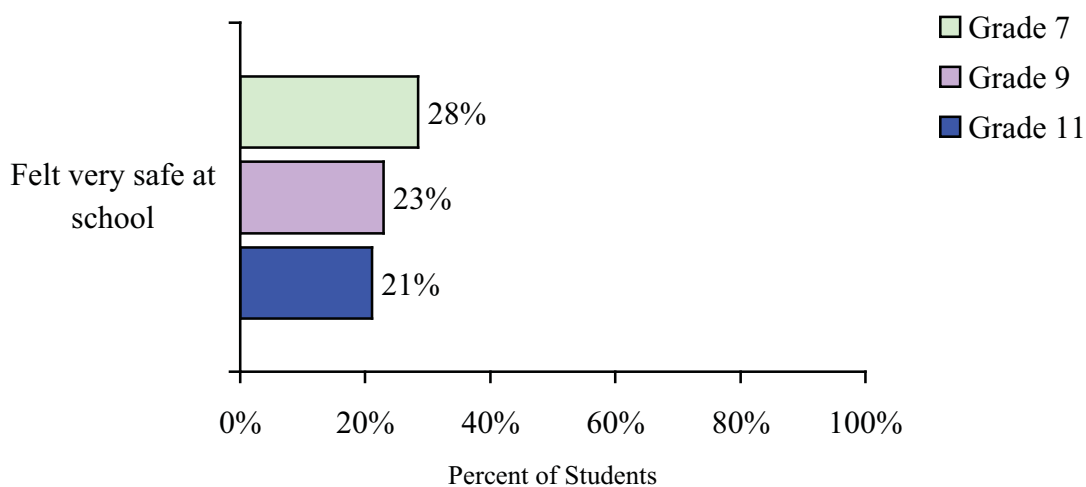
VIOLENCE AND SAFETY

The American public's highest concerns about youth are currently related to violence. Chart 6 shows students' answers to the question about how safe they feel at school. Chart 7 includes indicators of harassment, violence perpetration, and weapons possession at school. A safe school environment is necessary in order for students to succeed academically. Students who feel they belong to their school are also less likely to be involved in violent behavior at school.

Perceived Safety

The CHKS asks students how safe they felt in school. The need for safe schools does not mean just "violence-free," but safe, secure, and peaceful. Safety—both psychological and physical—is a basic need that must be met in order for students to succeed in school.

Chart 6. Percent of Students Who Feel Very Safe at School



Harassment

Harassment is a form of violent and abusive behavior that makes the person being harassed feel vulnerable, isolated, and afraid. This can lead to taking part in risk behaviors such as drug use. The CHKS asks students if they have been harassed at school in the past year because of race, ethnicity, religion, gender, sexual orientation, or disability.

Physical Fights

Fighting often comes before deadly violence among young people. The CHKS asks students about their frequency of involvement in physical fights at school in the past year. This is a measure of the overall scope of fighting behavior and does not differentiate between aggression and victimization. In practice, fighting is often mutual.

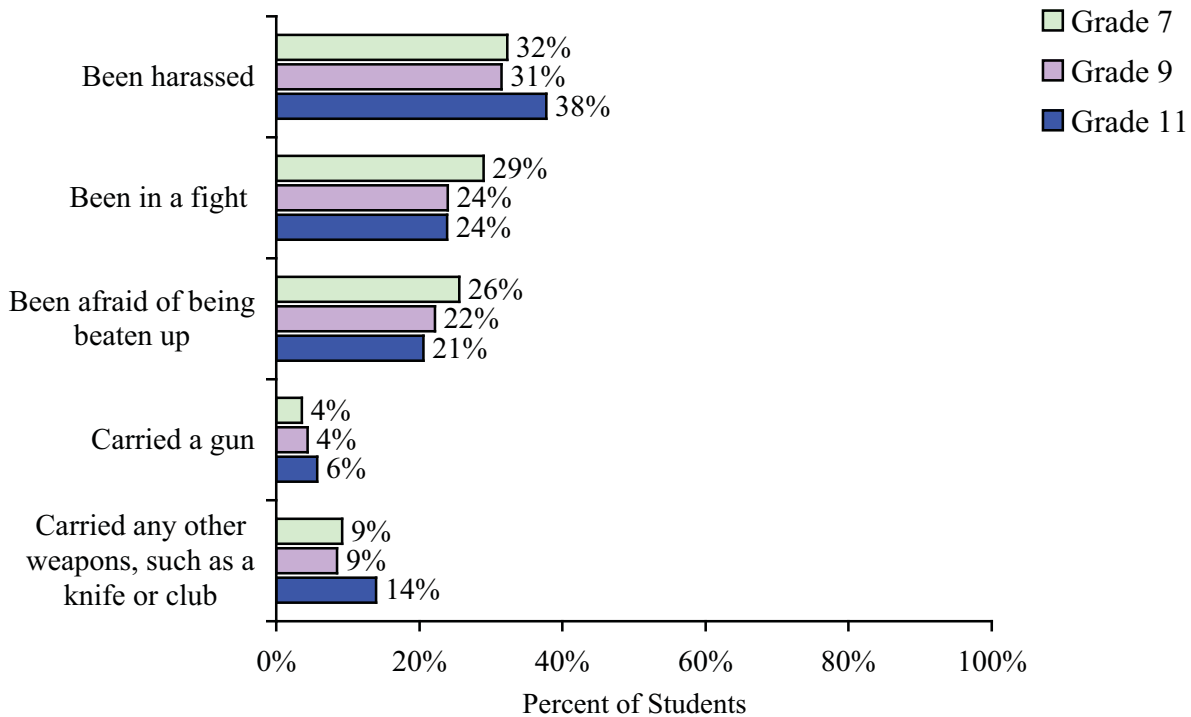
Fear of Physical Violence

To help measure physical victimization, students were asked about the frequency they had “been afraid of being beaten up.” This provides insight into the psychological dimension of fear of being physically harmed. (Students were also asked if they had been “pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around”).

Carrying Weapons

Much of the public concern over school safety is focused on guns and other weapons. The immediate availability of a firearm or other lethal weapon often is part of what turns a violent fight into a deadly incident. Chart 7 shows the percent of students who carried weapons to school at least one day in the past 12 months.

Chart 7. Percent of Students Who Experienced Safety-Related Incidents on School Property During the Past 12 Months



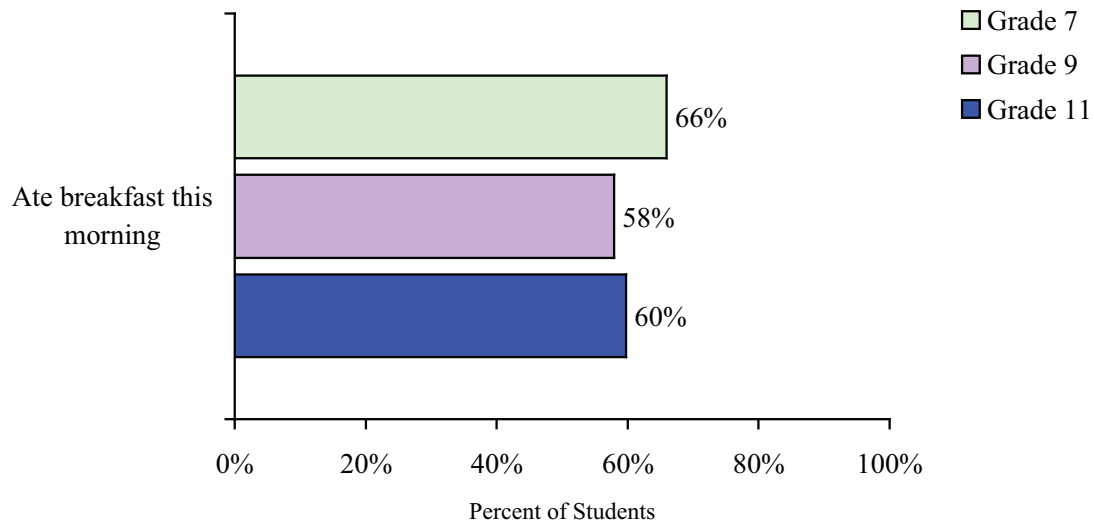
Gang Membership

Gang members typically are proud of their gang membership and do not feel the need to hide the fact when answering questions on a survey. It is very important to find out how much school violence is due to gang-related activity, which has been found to be a factor. These types of incidents require special attention because they are different than violent behaviors seen in the general student population. District-wide results revealed that 7% of 7th graders, 9% of 9th graders, and 12% of 11th graders currently belong to a gang.

BREAKFAST CONSUMPTION

The CHKS assesses the proportion of youth that ate breakfast the day of the survey. Students who eat breakfast have been found to learn better, perform higher on standardized test scores, have better attendance rates at school, and are less apathetic and lethargic.

Chart 8. Percent of Students Who Ate Breakfast



PROTECTIVE FACTORS: SCHOOL ASSETS

Youth development researchers emphasize the importance of providing environmental supports and opportunities (external assets) in the form of Caring Relationships, High Expectations, and opportunities for Meaningful Participation, as measured by the CHKS Resilience and Youth Development Module. The presence of high levels of these three external assets will help meet the fundamental developmental needs of youth for love, belonging, security, respect, identity, power, mastery, and meaning. This, in turn, engages students' innate resilience, promotes positive individual outcomes such as improved health and academic achievement, and protects against involvement in risk behaviors such as substance abuse and violence.

Chart 9 illustrates the proportion of students scoring *High* for each of these three protective factors in the school environment, as well as total perceived school assets. Resilience research clearly documents the power of teachers and schools to tip the scale from risk to resilience for children and youth. Even among children growing up in overwhelmingly negative conditions, researchers have found that 70-80% of them have demonstrated healthy adjustment and achievement when schools are sensitive to them and their burdens and provide supportive activities.¹ Youth development and successful learning are not competing goals but rather complementary or even synergistic processes. As Nel Noddings has observed:

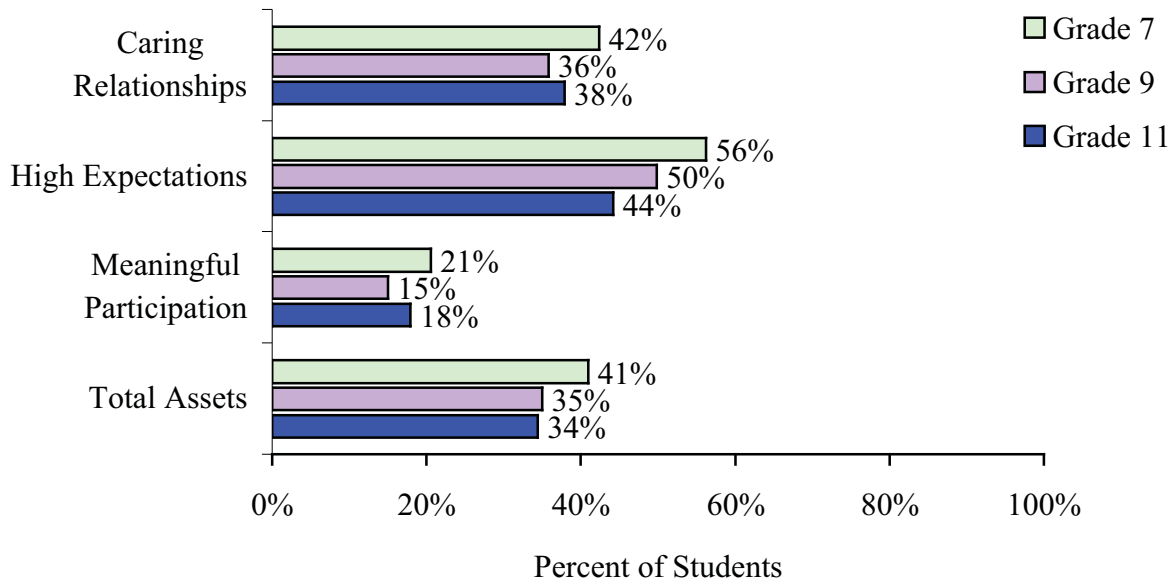
It is clear that when schools focus on what really matters in life, the cognitive ends we now pursue so painfully and artificially will be achieved somewhat more naturally. It is obvious that children will work harder and do things...for people they love and trust.²

The School Connectedness Scale derived from the Add Health Survey is currently used by CDE as the Performance Indicator for school connectedness for Local Education Agency Plans.

¹ Garbarino, J., Dubrow, N., Kostelny, K., and Pardo, C. (1992). *Children in Danger: Coping with the Consequences of Community Violence*. San Francisco, CA: Jossey-Bass, p. 121.

² Noddings, N. (December 7, 1988). Schools face crisis in caring. *Education Week*, p. 32.

Chart 9. School Environment: Percentage of Students Scoring High in Each External Asset and Total Assets



COMPARISON TO STATE AND NATIONAL STUDENT DATA

One way to understand the data collected for the schools and district is to compare them to state and national data collected using the same questions. Tables 2 and 3 on the following pages display state and national student data for a select number of questions. The comparison information in the tables comes from the 2005 statewide California Student Survey and the 2005 national Youth Risk Behavior Survey results. The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students. These include Performance Indicators CDE has identified for monitoring progress in reducing drug use and violence, as required in the Local Education Agency Plan. The indicators are identified by the symbol: (PI).

Table 2. Alcohol, Tobacco and Drug Use, with Comparison to 2005 State CSS* and 2005 National YRBS

	7th Grade %		9th Grade %		11th Grade %	
	District	CSS	District	CSS	District	CSS
Lifetime and Current ATOD Use						
<i>During your life did you ever ...</i>						
smoke a cigarette? (PI)	6	8	22	16	30	28
chew tobacco or snuff?	3	3	8	5	11	8
drink alcohol (glass)?	22	18	46	41	60	62
use inhalants?	10	8	15	10	16	10
smoke marijuana? (PI)	6	8	22	22	32	38
<i>During the past 30 days, did you...</i>						
smoke a cigarette? (PI)	5	5	9	10	12	15
chew tobacco or snuff?	3	2	3	3	6	3
drink alcohol (glass)? (PI)	13	12	26	24	38	36
use inhalants?	5	5	6	5	5	4
smoke marijuana? (PI)	3	5	12	13	15	19
Level of Involvement (High Risk Patterns)						
<i>During your life have you ever ...</i>						
been very drunk or sick after drinking?	8	8	27	21	40	40
been high from using drugs?	6	7	19	20	30	36
<i>During the past 30 days, did you...</i>						
drink 5 drinks in a couple of hours?	5	5	17	12	25	21

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

^aYRBS asks about smoking even a puff or two.

*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table 2. Alcohol, Tobacco and Drug Use, with Comparison to 2005 State CSS* and 2005 National YRBS (continued)

	7th Grade %		9th Grade %		11th Grade %	
	District	CSS	District	CSS	District	CSS
ATOD Use on School Property						
During your life, have you ever been drunk/high?	5	5	12	13	19	23
During the past 30 days, did you smoke cigarettes?	2	5	3	5	3	6
Perceived Harm^b						
<i>People risk harming themselves using...^c</i>						
cigarettes (1-2 packs a day)	70	~	84	~	89	~
alcohol (five or more drinks once or twice a week)	71	~	86	~	89	~
marijuana (once or twice a week)	70	~	81	~	84	~

(PI) = SDFSCA/TUPE performance indicator recommended by CDE.

^bnot comparable with previous CHKS or CSS results

^ccombines "Great," "Moderate," and "Slight"

*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

Table 3. Violence-Related Behavior and Experiences, and Protective Factors, with Comparison to 2005 State CSS* and 2005 National YRBS

	7th Grade %		9th Grade %		11th Grade %	
	District	CSS	District	CSS	District	CSS
Violence-Related Behaviors and Experiences						
<i>During the past 12 months at school, have you....</i>						
been harassed because of race, ethnicity, gender, sexual orientation, or disability?	32	28	31	25	38	25
been in a physical fight?	29	32	24	25	24	20
been afraid of being beaten up? (PI)	26	28	22	19	21	14
During the past 12 months on school property, did you carry any weapon (gun, knife, or club)?	10	9	10	13	16	13
How safe do you feel when you are at school? Very safe. (PI)	28	19	23	16	21	13
Do you consider yourself a member of a gang?	7	10	9	10	12	9
Protective Factors - High Level of External Assets at School						
Caring relationships with teacher or other adult (PI)	42	30	36	24	38	33
High expectations from teacher or other adult (PI)	56	44	50	34	44	40
Opportunities for meaningful participation at their school (PI)	21	14	15	12	18	13
Total School Assets	41	29	35	23	34	29
School Connectedness (Add Health) (PI)	58	38	46	31	40	31

(PI) = SDFSCA/TUPE performance indicator required by CDE for Local Education Agency Plans.

*The California Student Survey includes 9th and 11th graders in Continuation/Alternative schools with the data from Comprehensive/Traditional high school students.

ABOUT THE CHKS

SPONSOR	California Department of Education
SURVEY TYPE	Anonymous, voluntary, confidential student self-report, comprehensive health risk and resilience survey Modular secondary school instrument; single elementary version
GRADE LEVELS	Grades 5, 7, 9, 11, and continuation schools, minimum
SAMPLING	Representative district sample by contractor School-level surveys optional
MODULES (SECONDARY)	A. Core B. Supplemental Resilience and Youth Development C. AOD Use & Safety (Violence & Suicide) D. Tobacco E. Physical Health F. Sexual Behavior (Pregnancy and HIV/AIDS risk) G. Custom module H. After School
SOURCES	Items based on California Student Survey, Youth Risk Behavior Survey, and California Student Tobacco Use and Evaluation Survey
REQUIREMENTS	Biennial administration starting 2003-04 Module A Active consent from parent/guardian for grade 5 Active or passive consent for grade 7 and up Representative district samples
ADMINISTRATION	By school, following detailed instructions
PRODUCT	Local reports and aggregated state database
ADVISORS	Advisory committee of researchers, educators, prevention practitioners, and representatives of state public and private agencies, including the PTA and California School Boards Association
DATABASE	For spring 1998-spring 2003, contains over 1,300,000 student records from 77% of school districts representing 94% of state enrollment
STAFF SURVEY	Staff School Climate Survey assessing key factors relating to substance use, safety, youth development and well-being, learning supports and barriers, and school improvement (Required since fall 2004)
CONTRACTOR	WestEd —Gregory Austin, PhD, Project Director
INFORMATION	California Department of Education: 916.319.0920 Website: http://www.wested.org/hks Regional center helpline: 888.841.7536

Background

Development

The CHKS was developed under contract from CDE by WestEd in collaboration with Duerr Evaluation Resources, assisted by an Advisory Committee of researchers, teachers, school prevention and health program practitioners, and public agency representatives. It is designed to provide a common set of comprehensive health risk and resilience data across the state to guide local program decision-making and also determine geographic and demographic variations. Its flexible structure enables it to be easily customized (including the addition of questions) and integrated into program evaluation efforts to meet local needs and interests.

Sampling and Analytic Plans

For districts with 900 or fewer students per grade, all students are surveyed; otherwise 900 students may be randomly selected. If a district has over 10 schools per grade, schools may be randomly sampled. For results to be representative, a minimum of 60% of the students must complete useable surveys in each grade and school. Results are discarded for students who grossly exaggerated their substance use or had inconsistent response patterns.

Goals

Reduce Risk Behaviors and Promote Well-being and Positive Development

The behaviors assessed by the CHKS are those that contribute directly to the leading causes of death, injury, and social and personal problems among youth. Schools need a thorough understanding of the scope and nature of student risk behavior and assets (resilience) to develop effective prevention and health programs. Without data, districts will struggle to make sound decisions about allocation of resources, programming, and the effectiveness of their efforts.

Promote Learning

Ensuring that students are safe, drug-free, healthy, and resilient is central to improving academic performance. Growing numbers of children are coming to school with a variety of health-related problems that make successful learning difficult, if not impossible. (See the discussion below on *Using the CHKS to Help Improve Schools and Achievement*.)

Demonstrate Accountability

The CHKS is an important component of California's school accountability system, which requires that schools objectively assess students and then set measurable goals for making improvement. The CHKS gathers credible information to identify the health and safety needs of the students, establish district goals, and monitor progress in achieving the goals.

Meet Funding Requirements

For these reasons, state, federal, and private agencies increasingly require schools to collect, disseminate, and use health-related data as a requirement for obtaining and maintaining funding. The CHKS is specifically designed to help meet such requirements. For example, the federal *No Child Left Behind Act* requires LEAs to regularly conduct a drug use and violence needs

assessment and report the results to the community. Districts that have state competitive grants for *Tobacco Use Prevention Education (TUPE)* programs also must administer the CHKS.

Promote Health Programs and Community Support

The CHKS is designed to send a positive message of the importance of a healthy lifestyle and to promote the development of comprehensive school health programs. It aims to foster school and community collaboration that is essential to tackling these critically important issues.

Using the CHKS to Help Improve Schools and Student Achievement

How do schools engage, motivate, and support students so that they can achieve? Ensuring that students are safe, drug-free, healthy, and resilient is central to improving academic performance. Growing numbers of children are coming to school with a variety of health-related problems that make successful learning difficult, if not impossible. Research studies and reviews over the past decade have consistently concluded that student health status and academic achievement are inextricably intertwined. Incorporating health and prevention programs into school improvement efforts produces positive achievement gains. To these ends, the CHKS provides data to assess and monitor the health-risk and problem behaviors that research has identified as ***important barriers to learning*** among students, particularly those related to school climate. The CHKS also assesses ***school assets and connectedness***, which research has consistently identified as promoting positive youth development and school success. The full CHKS report lists all the school-related questions. The numbers refer to the high school module. An important new tool to help further integrate the CHKS with school improvement efforts is the Staff School Climate Survey, required as of fall 2004. Call your CHKS Service Center for further information.

ABBREVIATIONS AND DEFINITIONS

Agencies

CDC	U.S. Centers for Disease Control and Prevention.
CDE	The California Department of Education.
CBEDS	California Basic Education Data System compiled by the California Department of Education.
LEA	Local Education Agency, such as a school district or county office of education.
Title IV	The federal Safe and Drug-Free Schools and Communities Act, part of the No Child Left Behind Act.
TUPE	California's Tobacco Use Prevention Education program.

Surveys

CSS	The biennial California Student Survey (also known as the Biennial Statewide Survey of Drug and Alcohol Use Among California Students or the Attorney General's survey). Last conducted in the fall/winter of 2005-2006.
CSSA	The California Safe Schools Assessment, a state-mandated program that requires all LEAs and school sites to collect and report the incidence of specified crimes to the California Department of Education.
MTF	The national Monitoring the Future Survey, sponsored by the National Institute of Drug Abuse. The foremost and oldest national survey of student drug use; conducted annually.
NCVS	The National Crime and Violence Survey.
YRBS	The biennial Youth Risk Behavior Survey, sponsored by the federal Centers for Disease Control and Prevention. Last conducted in 2005.

Drugs and Drug-Related Behaviors

AOD (ATOD)	Alcohol (tobacco) and other drugs.
Alcoholic Drink	One can/bottle of beer or wine cooler, glass of wine, mixed drink, or shot glass of distilled spirits (liquor).
Binge Drinking	Refers to consuming five drinks or more in a row on the same occasion. The CHKS and YRBS measure this behavior over the past 30 days; the CSS and MTF, over the past two weeks. Also referred to as episodic or occasional heavy drinking.
Illicit Drugs	Drugs other than alcohol or tobacco, such as marijuana.
Inhalants	Drugs that you "sniff" or "huff" to get high, such as glue, gas, gasoline, paint fumes, aerosol sprays, poppers, and laughing gas.
Methamphetamines	Refers to crystal meth, speed, ice, crank, or any amphetamine.
Polydrug Use	Use of two or more different drugs on the same occasion. Measured for the past six months.
Smokeless Tobacco	Chew or snuff, such as Redman, Levi Garrett, Beechnut, Skoal, Bandits, or Copenhagen.
Tobacco	Includes both smoked and smokeless tobacco.