

Comprehensive School Safety Plan

**2023-2024
School Year**

School: Potter Valley High School
CDS Code: 23 73866 2330041
District: Potter Valley Community Unified School District
Address: 10401 Main Street
Potter Valley, CA 95469
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Approved by:


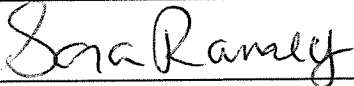
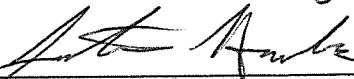
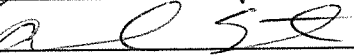
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Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	6
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	7
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	7
(E) Sexual Harassment Policies (EC 212.6 [b]).....	7
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	7
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	7
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	7
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	9
(K) Hate Crime Reporting Procedures and Policies.....	10
(J) Procedures to Prepare for Active Shooters.....	10
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	11
Safety Plan Review, Evaluation and Amendment Procedures.....	12
Safety Plan Appendices.....	13
Emergency Contact Numbers.....	14
Safety Plan Review, Evaluation and Amendment Procedures.....	15
Potter Valley High School Incident Command System.....	16
Incident Command Team Responsibilities.....	17
Emergency Response Guidelines.....	18
Step One: Identify the Type of Emergency.....	18
Step Two: Identify the Level of Emergency.....	18
Step Three: Determine the Immediate Response Action.....	18
Step Four: Communicate the Appropriate Response Action.....	18
Types of Emergencies & Specific Procedures.....	20
Aircraft Crash.....	20

Animal Disturbance.....	20
Armed Assault on Campus	20
Biological or Chemical Release.....	20
Bomb Threat/ Threat Of violence	20
Bus Disaster.....	21
Disorderly Conduct	21
Earthquake	22
Explosion or Risk Of Explosion	24
Fire in Surrounding Area	24
Fire on School Grounds.....	24
Flooding	25
Loss or Failure Of Utilities	25
Motor Vehicle Crash	25
Pandemic	25
Psychological Trauma.....	25
Suspected Contamination of Food or Water	25
Tactical Responses to Criminal Incidents	26
Unlawful Demonstration or Walkout.....	26
Emergency Evacuation Map.....	27

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Potter Valley Junior and Senior High School front office..

Safety Plan Vision

It is the belief of the Potter Valley Community Unified District Board of Education that all students and employees have the right to attend campuses which are safe and secure. The Board believes that one step towards safer schools is a comprehensive safety plan for the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies work together to develop a safe school plan which will be approved by the Board. The District Advisory Committee will review the safe school plan on an annual basis and proposed changes will be submitted to the Board for approval.

Components of the Comprehensive School Safety Plan (EC 32281)

Potter Valley High School Safety Committee

The school safety committee will consist of:

Principal Teacher

Certificated Staff Member / Parent

Classified Staff Member / Parent

Assessment of School Safety

Potter Valley High School is a safe, clean and friendly place where students continue their development of academics and social skills in the classroom environment. Both academic and social development are stressed and valued at this site. The high school serves approximately 77 students in the 9th through 12th grades.

This is our second year working with our Principal Rick Kale. In the last few school years, we had to move to distance learning because of the Covid pandemic. During that time, we were not able to collect accurate information on behavior referrals and concerns. This year we are returning to our previous systems of maintaining behavior data. The data on referrals and suspensions are regularly recorded and logged each year.

We have made great progress in the last few years reducing the suspension rate at Potter Valley High School. According to the California School Dashboard, in the 2016-2017 school year our school suspension rate was categorized as 'RED' with 23.5% suspended at least once. In the 2017-2018 school year, our suspension rate dropped to 1.5% suspended at least once. In the 2018-2019 school year, our suspension rate increased to 8.6%. In that year, the suspension rate is recorded as "increased" according to the latest available dashboard information. The California School Dashboard data collection system was suspended during the 2019-2020 and 2020-2021 school years because of the Covid pandemic. In the 2021-2022 school year the suspension rate dropped to 2.5%. This is a great improvement and is below the 2021-2022 state average of 3.1%. There have been no expulsions in the last few years. Law enforcement are rarely summoned to campus, and then usually as a support for sharing the importance of maintaining school behavioral expectations.

We continue to implement and develop our Positive Behavior Intervention Support System (PBIS). Our PBIS team and staff review data from Aeries Discipline Dashboard, the SWIS behavior reporting system, and the California School Dashboard. We look at where and when our discipline problems are occurring. Each month we focus on two areas, for example arrival/dismissal and lunch time behavior. We are implementing a system where students are awarded 'Bearcat Buck' tickets for good behavior. We have developed an awards system in which students can win prizes (pencils, school supplies, small items), lunch with a staff member or Principal to reward good behavior. Expectation stations are organized three to four times during the year to teach students specifically how they are to act in class and around campus. This explicit behavior review is usually planned to occur when we return from breaks and at the beginning of the school year.

With support from district and county resources, there is on-going counseling, conflict mediation, restorative practices and strong ties to local mental health agencies which provide counseling and mentor programs for students and families. Site leadership will support local service based organizations in having more connection with our school, with the overall goal of establishing positive community ties with our students.

Evacuation procedures, safety routes, and designated gathering areas were developed and practiced for fire drills and disaster drills. Escape route maps are located in all rooms. Teachers are supplied with emergency packs and informational lists to assist them in the event of an emergency. The district has worked to formalize a standard mental health crisis response procedure with the aid of district psychologists and local agencies (Tapestry / Mendocino Youth Project). The District will also continue to partner with local law enforcement for a district-wide emergency drill / practice.

The school's goal has been to develop a safe, clean, and friendly environment for each student to grow emotionally, socially, and academically. The above information would indicate a positive move in that direction. Ongoing efforts are in place to better serve at-risk students and families to ensure a successful experience at Potter Valley High School.

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

It is a priority of the administration and staff in the Potter Valley Community Unified School District that every student who attends our schools will be provided with an environment in which students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom. Our administration and staff desire to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

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

All school staff are trained in Child Abuse Reporting Procedures annually by Keenan Safe Schools. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

Reporting numbers for Mendocino County:

707-463-7992- Ukiah

707-962-1100- Fort Bragg

866-263-0368- Toll Free

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

Disaster Plan (See Appendix C-F)

The Potter Valley Community Unified School District maintains an Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures.

Student and Staff Drills are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP).

Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander (District Superintendent).

Type of Drill Frequency Fire

Monthly

Earthquake (Drop, Cover, Hold On) Twice a year

Evacuation

Twice a year with earthquake drill Intruder/Lockdown

Three times a year

These protective measures are taken before, during and following an earthquake: Mitigation

Assess existing or potential hazards on and off campus

Identify nonstructural hazards on campus and develop a plan of action to address the hazards Preparedness

Establish and Train in ICS

Conduct Drills for Students and Staff in Drop/Cover/Hold Conduct Evacuation Drills for Students and Staff

Conduct Drills for Students, Staff and Family in the Student Release Procedures Coordinate and plan with Law Enforcement and Fire

Acquire emergency equipment and supplies Response

Evacuate buildings and the school campus if necessary Release students as needed
Initiate search and rescue efforts as needed
Handle triage, medical aid, and mental health emergencies as needed Recovery and Reconstruction
Assess building and campus safety and damage Identify contacts for support as needed Mobilize the Crisis Response team as needed
Make plans to relocate classes and other academic business at an alternate site as needed Track costs to delineate expenditures
Debrief
Update plan as needed

Public Agency Use of School Buildings for Emergency Shelters

Potter Valley Junior and Senior High Schools will coordinate with the Mendocino County American Red Cross, local fire and police agencies or other disaster response agencies for school facility use as a mass care and welfare shelter during an emergency. After a shelter assessment has been conducted, the school board will take appropriate action on proposed agreements from these agencies.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies and district administrative regulations. School staff members adhere to the procedures set forth in the Student and Parent Handbook.

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

In accordance with EC 49079 the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

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

The Potter Valley Community Unified School District and all of its schools are committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

Attach or reference:

Reference: Board Policy 5145.3 Reference: Board Policy 1312.3

Reference: Student and Parent Handbooks for Potter Valley Elementary School and Potter Valley Jr./Sr. High School

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

Students are expected to dress in a way that is safe, not distracting to themselves or others, and allows them to fully participate in their academic and physical education activities.

Attach or reference:

Reference: Student and Parent Handbooks

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

The Potter Valley Community Unified School District annually defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who drive cars, ride the bus, ride their bikes, and walk to and from school.

Attach or Reference:

Attached: Campus map with egress routes Reference: Student and Parent Handbooks

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

Component:
Health & Safety

Element:
First Aid, blood-borne pathogens training and equipment

Opportunity for Improvement:
Staff and volunteers must keep current with first aid training. In addition, the school has to maintain sufficient classroom first aid, biohazard handling and disposal, and defibrillation equipment and supplies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To provide a first response to medical emergencies within the limits of appropriate training and to protect staff, volunteers and students from bio-hazardous materials.	Develop a program to provide first aid and blood-borne pathogen training for staff and interested community members, purchase and maintain classroom first aid, bio-hazard handling and disposal, and defibrillation equipment and supplies.	Potter Valley Fire Department Keenan Trainings for PVCUSD Staff PVCUSD general fund contribution for materials	Principal, with support from school office staff	Plan review, project timeline milestones and monthly progress review by DAC Committee. Project plan approval by DAC Committee Project plan approval by Superintendent Project completion — Ongoing

Component:
Health & Safety

Element:
Classroom Emergency Supplies

Opportunity for Improvement:
Create procedure for maintaining emergency and first aid supplies are located in the school office and in the classroom red backpacks

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide each classroom with sufficient supplies to support students and staff in an emergency	Purchase sufficient supplies and storage units for each classroom and the office. Create periodic system for review of red backpack contents and materials.	PVCUSD general fund	Principal, with support from DAC Chairperson	Plan review, project timeline milestones and monthly progress review by DAC Committee. Project plan approval by DAC Committee Project plan approval by Superintendent Project completion — Ongoing

Component:

Negative Behavior & Harassment

Element:

Implementation of PBIS and Mind Up Curriculum

Opportunity for Improvement:

Staff has become aware of a continued amount of negative behaviors, including bullying, occurring on campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To eliminate negative behavior, bullying and harassment among our students.	Engage staff and faculty to review and re-implement our positive behavior program to address the problems of negative behavior, bullying and harassment.	PBIS training for staff Social learning groups facilitated by School Counselor & Tapestry and/or Mendocino Youth Project Social/Emotional lessons for students	Principal, Faculty, DAC Committee	Plan review, project timeline milestones and monthly progress review by DAC Committee Project plan approval by DAC Committee Project plan approval by Superintendent Project completion — Ongoing

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

Potter Valley High School Student Conduct Code

Behavior Discipline Information:

For the past few years, Potter Valley Junior / Senior High School has implemented a school wide behavior support system known as PBIS (Positive Behavior Intervention Support). From the beginning, our PBIS team has worked hard to build a system in which everyone is equally responsible for student behavior.

The PBIS team meets regularly to improve our support system for students. We examine our discipline referral data to monitor and adjust adult responses and school focus in responding to student behavior.

We use the Education Code, Board Policy and our PBIS handbook to guide actions taken toward behavior and discipline.

The goal of PBIS is to prevent the development and the intensifying of problem behavior and maximize academic success for all students. It consists of five critical components:

- Setting clear expectations throughout different areas of the school
- Explicitly teaching the expectations on a regular basis
- A system for encouraging appropriate behavior using praise, positive feedback and rewards
- A system for discouraging inappropriate behavior
- A data collection system

School rules and behavioral expectation guidelines are used to enforce our school rules:

- *BE SAFE*
- *BE RESPECTFUL*
- *BE RESPONSIBLE*

Lesson plans are developed to introduce the rules for different areas of the school. We provide examples and non-examples of the rules so that students understand our expectations. Finally, we review by asking questions, modeling and presenting student activities.

Students learn to restate the rules and learn how to use sentence frames and "I" messages to encourage desired behaviors. To further reinforce the rules and acknowledge good behavior we give students multiple positive responses such as stamps, stickers "Bearcat Bucks" tickets, Preferred Activity Time, prizes, award assemblies and much more before we resort to other interventions.

Our goal is to use positive feedback and acknowledge when students follow the rules, and corrective feedback and consequences when they are not following the rules. We use rule violations as an opportunity to teach correct behavior and give students a wider range of possible appropriate responses.

Our corrective feedback responses menu has various suggestions that deal with minor to major behaviors.

Ultimately our goal is to keep students safe and actively engaged in their learning. We work through many of the issues at school; however, at times the situation may call for suspension.

Conduct Code Procedures

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

Our behavior program involves progressive discipline practice before resorting to home suspension. At Potter Valley Junior/Senior High School we may require other means of intervention such as an in-house suspension, conference with parents/guardians and staff, Student Study Team attendance, detention after school, enrollment in our Check in/Check Out Program, counseling, referrals to school support services staff, or parent attendance to the classroom. We work with our parents and community to promote positive interaction between the student and the parent/guardian and to improve school behavior.

(K) Hate Crime Reporting Procedures and Policies

The Potter Valley Community Unified School District's Nondiscrimination/Harassment Policy (BP5145.3) can be found in the Potter Valley Unified School District Policies, Regulations, Bylaws manual, located in the superintendent/principal's office.

(J) Procedures to Prepare for Active Shooters

Active Shooter/Gunfire

If there is a threat of violence to campus or gunfire is heard in the area, implement Lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:
 Continues to shoot others Actively seeks or attacks others Has access to additional victims

Active Shooter Procedures

Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the incident Commander.

The School Incident Commander (principal/designee) will initiate a Lockdown and announce Code Red.

The School Incident Commander will call 911 and local Police, Mendocino County Sheriff Department, and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.

The School Incident Commander activates the Incident Command (ICS) Team. If possible, use RUN, HIDE, DEFEND protocols.

The Communications Team Leader will:

Notify the district and/or Operations Coordinator and request assistance. Prepare a message for parents to be sent on by the district.

Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Leader will:

Ensure that perimeter is secured and that all students, staff and visitors are safely secured behind locked doors. Begin the process of accounting for all students and staff.

Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.

If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate student relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Potter Valley Community Unified School District recognizes the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. PVCUSD has developed strategies to support a safe and orderly environment free from bullying and intimidation. No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

All sites use the Expect Respect anti-bullying curriculum to give explicit instructions to students about how to respond to bullying and how to report bullying. Teachers and staff are also trained on how to respond to reports of bullying.

Attach or Reference: Reference Board Policy 5131.2

Safety Plan Review, Evaluation and Amendment Procedures

The Potter Valley Junior/Senior High School School comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in March of each school year. Pursuant to Education Code Section 32286, Potter Valley Community Unified School District adopted this annual comprehensive school safety plan at a regular meeting of the Board of Trustees. An opportunity for public comment was also provided during this meeting, prior to the plan's adoption. An updated file containing all safety related plans and materials are available for public inspection in the Potter Valley Junior/Senior High School Office.

Safety Plan Appendices

Emergency Contact Numbers

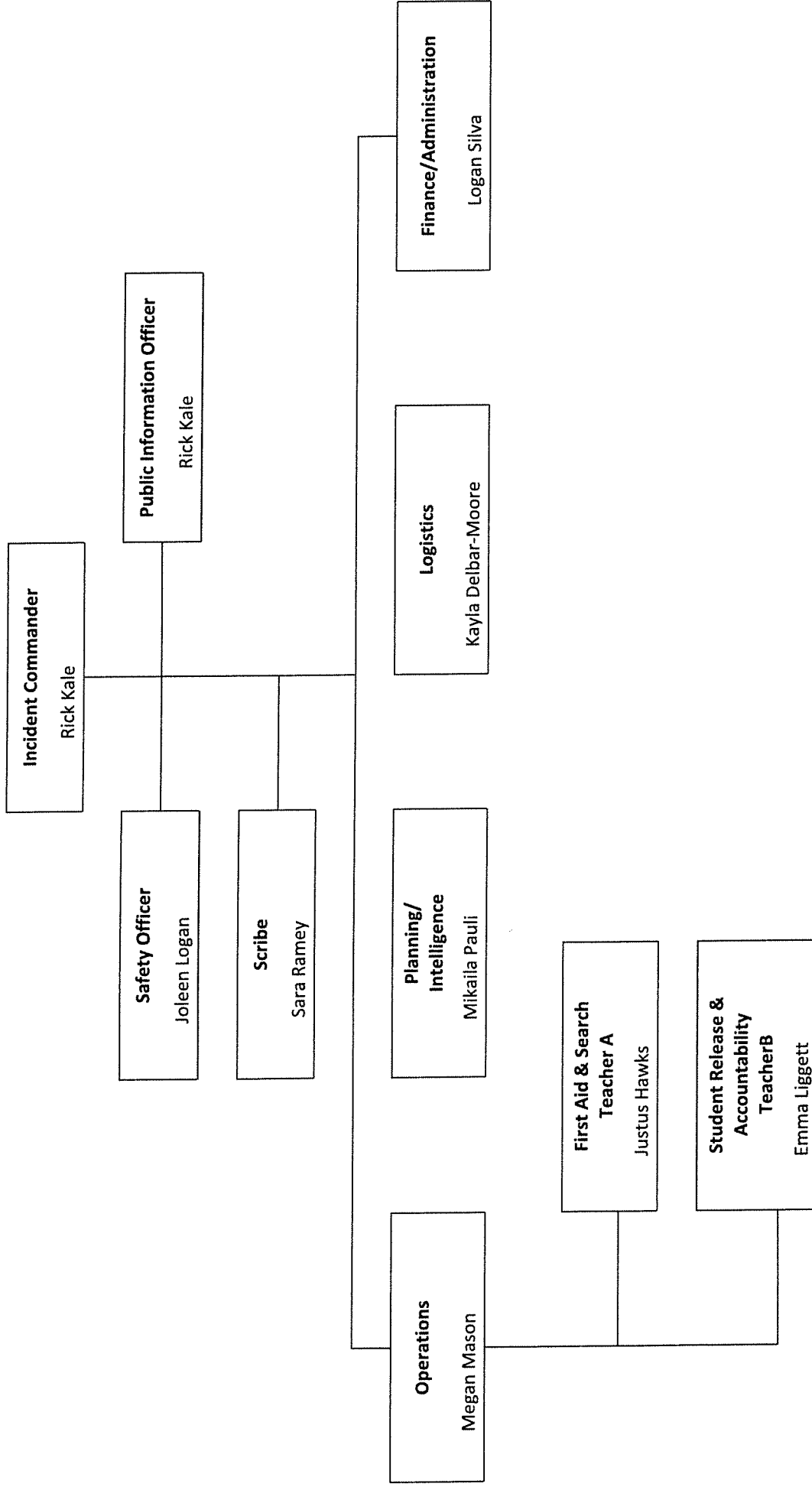
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Potter Valley Junior/Senior High School	707-743-1142	
School District	Potter Valley Elementary School	707-743-1115	
School District	Potter Valley Community Unified School District	707-743-2101	
Law Enforcement/Fire/Paramedic	Mendocino County Sheriff	707-463-4411 or call 911	
Radio Station	KUKI Radio	707-462-5868	
Radio Station	KZYX Radio	707-895-2324	
Radio Station	KUNK Radio	707-964-5307	
American National Red Cross	American Red Cross	707-577-7600	
Public Utilities	Pacific Gas & Electric Company	1-800-743-5000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
By Start of School Year: Administrator reviews school safety plan with all school staff and submits any changes to emergency teams to district office by early-September.	09-27-23	reviewed at staff meeting
By January 31: Administrators review the school safety plan and receive input from staff and Site Council to complete the Annual Verification and Update/Evaluation.	12-11-2023	reviewed at staff meeting
By February 20: Action Plans are developed to address safety concerns described in the Annual Update/Evaluations and corrective action taken to make needed change.	12-11-2023	reviewed at staff meeting
March 1: Implementation of Action Plans are completed and submitted to the Superintendent.	02-07-2024	adopted at school board meeting

Potter Valley High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises and disasters nationwide.

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake.

To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., "unknown white powder."

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism.

For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

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

Duck & Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.

Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.

Lock Down: Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.

Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.

All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must inform the site's staff which response action to take.

The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

Duck & Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.

Shelter in Place: Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.

Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice

Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.

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

All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Types of Emergencies & Specific Procedures

Aircraft Crash

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

Animal Disturbance

The first consideration is the safety of the pupils and personnel.

Isolate the pupils from the animal. If animal is outside, keep pupils inside. If animal is inside, keep pupils outside or in some other sheltered area.

Contact Principal or Office.

Call the Law Enforcement or Fire Department (911).

If animal injures someone, call the school nurse and the parent.

Armed Assault on Campus

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

Biological or Chemical Release

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

Bomb Threat/ Threat Of violence

Bomb Threats

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee.
3. The Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Board of Trustees, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuate Bus.

Disorderly Conduct

Potter Valley CUSD BP 5131

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

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district. The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27) Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time. Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12???? - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Earthquake

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

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

The Superintendent or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake

A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes. The Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

In laboratories, burners should be extinguished, if possible, before taking cover.

As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.

After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.

When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

Staff shall have students perform the drop procedure.

Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

Staff shall extinguish small fires if safe.

Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.

Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Explosion or Risk Of Explosion

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radio active materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

Fire on School Grounds

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

The principal shall notify staff as to the schedule for fire drills.

Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)

Teachers shall ascertain that no student remains in the building.

Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.

The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)

The principal or designee shall call 911.

All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.

Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Flooding

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

Loss or Failure Of Utilities

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

Motor Vehicle Crash

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

Pandemic

The school will follow all District, CDPH and Mendocino County Health Department guidelines and keep abreast of the most up-to-date policies and protocols as they change with changing conditions of the pandemic.

Psychological Trauma

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the psychological crisis response team. Emergencies like those described above usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Suspected Contamination of Food or Water

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

Tactical Responses to Criminal Incidents

In the event of any criminal incidents, school personnel will immediately contact law enforcement and follow their explicit directions upon arrival. At no time will school personnel be required to tactically interact with a criminal. However, if put in a life endangering situation, school personnel may act in defense of themselves or others.

Unlawful Demonstration or Walkout

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Shelter-in-Place action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. The main gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.

Emergency Evacuation Map

AGRI-FARM

BUS BARN AREA

1075 Propane tank next to Bus Barn.

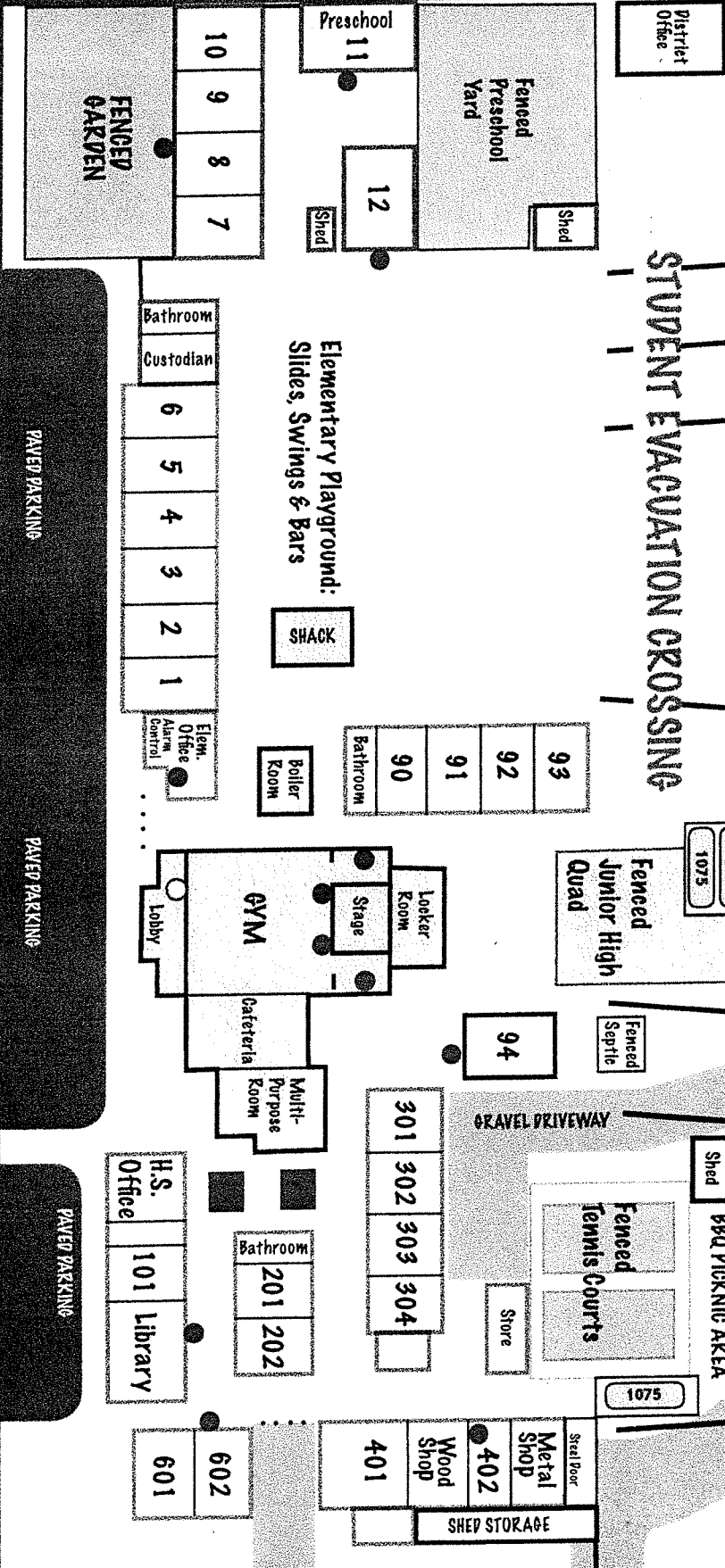
GATHERING AREA: ELEMENTARY Soccer Field

GATHERING AREA: HIGH SCHOOL Softball Field

BACKSTOPS

PAVED ROAD TO BUS BARN AND DISTRICT OFFICE

STUDENT EVACUATION CROSSING



MAIN STREET

MAIN STREET

MAIN STREET

- FIRE ALARM PULL
- AED ADULT-PEI
- 1075 PROPRANE TANKS



Potter Valley Fire Department
Emergency Dial 911
Potter Valley School Alarm Map

Potter Valley School
ALARM CONTACT: Joleen Logan
Elementary Office
707 743-1115