COMPREHENSIVE SCHOOL

SAFETY PLAN (CSSP)

**2025-2026**

|  |  |
| --- | --- |
| School: | Cathedral School for Boys (CSB) |
| CDS Code: | 38 68478 6965586 |
| District: | San Francisco |
| Address: | 1275 Sacramento St. San Francisco, CA 94108-1910 |
| Date of Adoption: | 2/15/2025 |

A building with glass walls

Description automatically generated

[Introduction 6](#_Toc186905160)

[School/District Information 6](#_Toc186905161)

[Development and Approval Information 7](#_Toc186905162)

[Approvals and Revisions 8](#_Toc186905163)

[Evaluation of Plan for Adaptations for Disability 9](#_Toc186905164)

[Dissemination and Access 9](#_Toc186905165)

[School Safety Policy 10](#_Toc186905166)

[School Discipline Rules and Procedures 10](#_Toc186905167)

[Bullying Policy and Procedures 10](#_Toc186905168)

[Discrimination and Harassment Policy 13](#_Toc186905169)

[Dress Code 16](#_Toc186905170)

[Student Protection Policy 17](#_Toc186905171)

[Suicide Prevention Policies 18](#_Toc186905172)

[Suspension or Expulsion Policy 18](#_Toc186905173)

[School Safety Programs & Strategies 20](#_Toc186905174)

[Access to Buildings and Grounds 20](#_Toc186905175)

[Crisis Planning 20](#_Toc186905176)

[Identification Badges 22](#_Toc186905177)

[Mental Health and Intervention Services 22](#_Toc186905178)

[Multitiered Systems of Support 22](#_Toc186905179)

[Physical Security 23](#_Toc186905180)

[Positive School Climate 23](#_Toc186905181)

[Restorative and Transformative Justice Programs 23](#_Toc186905182)

[Safe Schools Programs and Strategies 24](#_Toc186905183)

[Security and Video Surveillance 24](#_Toc186905184)

[School Safety Training & Drills 25](#_Toc186905185)

[Exercise and Drill Schedule 25](#_Toc186905186)

[Annual Data on Safety Drills 26](#_Toc186905187)

[Trauma-Informed Approach to Training & Drills 26](#_Toc186905188)

[Active Assailant Drills 27](#_Toc186905189)

[Emergency Cardiac Care Drills 28](#_Toc186905190)

[Fire Drills 28](#_Toc186905191)

[California Child Abuse Mandatory Reporter Training 28](#_Toc186905192)

[Earthquake Emergency Procedure System & Drop Procedure Training 29](#_Toc186905193)

[Emergency Planning Training 29](#_Toc186905194)

[Safety Reporting & Notification 30](#_Toc186905195)

[School Crime Data and Status Assessment 30](#_Toc186905196)

[Anonymous Reporting 30](#_Toc186905197)

[Reporting Requirements and Procedures for Threats of Violence 30](#_Toc186905198)

[Reporting Requirements and Procedures for Child Abuse 31](#_Toc186905199)

[Notification Policy and Process for Violent Crimes 34](#_Toc186905200)

[Notification Policy and Process for Dangerous Students 34](#_Toc186905201)

[Response Procedures 36](#_Toc186905202)

[Accidents 36](#_Toc186905203)

[Active Assailant Emergency 36](#_Toc186905204)

[Air Quality 37](#_Toc186905205)

[Automated External Defibrillator (AED) 38](#_Toc186905206)

[Bioterrorism/Hazardous Materials 38](#_Toc186905207)

[Bomb Threat/Suspicious Package 39](#_Toc186905208)

[Communications 41](#_Toc186905209)

[Cybersecurity 43](#_Toc186905210)

[Disability Adaptations 44](#_Toc186905211)

[Earthquake 45](#_Toc186905212)

[Evacuation 47](#_Toc186905213)

[Fire 48](#_Toc186905214)

[Flood 52](#_Toc186905215)

[Ingress and Egress to and From School 53](#_Toc186905216)

[Intruders/Solicitors 53](#_Toc186905217)

[Lockdown/Barricade 54](#_Toc186905218)

[Medical Emergency 56](#_Toc186905219)

[Missing Child 56](#_Toc186905220)

[Opioid Overdose (7-12 Grades Only) 58](#_Toc186905221)

[Power Failure/Blackout 59](#_Toc186905222)

[Routine and Emergency Disaster Procedures 59](#_Toc186905223)

[Secure School/Shelter-in-Place 62](#_Toc186905224)

[Shelter Procedures 63](#_Toc186905225)

[Special Events and Trips 64](#_Toc186905226)

[Tactical Response to Criminal Incidents 65](#_Toc186905227)

[Violent Threats or Conduct 65](#_Toc186905228)

[Virus/Illness Transmission 66](#_Toc186905229)

[Instructional Continuity Plan 68](#_Toc186905230)

[Postvention Plans 70](#_Toc186905231)

[After-Action Reviews 70](#_Toc186905232)

[Students Exposed to Trauma 70](#_Toc186905233)

[References 72](#_Toc186905234)

[Appendix A: Exercise and Drill Training Programming 73](#_Toc186905235)

[Appendix B: Crime and Hate Data 74](#_Toc186905236)

[Appendix C: CSSP Overview Checklist 75](#_Toc186905237)

[Appendix D: Compliance Tool for a Comprehensive School Safety Plan 77](#_Toc186905238)

# 

***D-PREP SAFETY COMPREHENSIVE SCHOOL SAFETY PLAN***

*This template is a supplement for schools to meet the requirements of California Education Code sections 32280-32289.5. This template provides suggested language and an outline of required content. Each school should tailor the plan to the specific needs and resources of the school.*

# Introduction

The purpose of this Comprehensive School Safety Plan (CSSP) is to fulfill the requirements outlined in California Education Code Section 32280-32289.5 and provide a framework to ensure the safety and well-being of all students, staff, and visitors at the Cathedral School for Boys (CSB). The plan outlines school policy and procedures for preventing and responding to various emergency situations, as well as strategies for creating a safe and secure learning environment.

The scope of this safety plan addresses the following key areas:

* Processes for developing, reviewing, evaluating, and updating the CSSP
* Policies to promote a safe and orderly school environment
* Reporting and notification requirements related to threats, violence, and crime
* All-hazard emergency preparedness and response procedures
* Tactical response plans for criminal incidents, including active shooter scenarios
* Partnerships to support community and public agencies during emergencies
* Instructional continuity plan to limit disruption of learning following emergencies

By having a CSSP, CSB aims to minimize the impact of emergencies, protect human life, and maintain the continuity of teaching and learning during times of crisis.

## School/District Information

The Cathedral School for Boys is located at 1275 Sacramento St., San Francisco, CA 94108-1910, and is part of the San Francisco School District. The school serves approximately 260 male students from grades K-8.

# Development and Approval Information

The CSSP has been developed using a systematic planning process in collaboration with key stakeholders, including school administrators, teachers, support staff, parents/guardians, students, local law enforcement, and emergency response agencies.

The plan will be evaluated annually and updated to ensure it remains current and effective. The School Site Council (SSC) is responsible for writing, developing, and regularly updating the CSSP. The School Site Council may delegate work on the CSSP to the School Safety Planning Committee (SSPC).

#### Members of the School Site Council

#### Members of the School Safety Planning Committee

[Principal or designee]

[Teacher/representative of certificated employee organization]

[Parent or Guardian of a child attending the school]

[Classified employee/representative of classified employee organization]

[Other members, if desired (community leaders, administrators, mental health professionals)]

The SSPC consults with the following key stakeholders, including law enforcement agencies, first responders, and mental health service contacts in developing and evaluating the CSSP.

#### Law Enforcement Agency Contacts and Roles

San Francisco Police Department Central Station

766 Vallejo St. San Francisco, CA 94133

(415) 315-2400

Emergency, dial: 9-1-1

Non-emergency, dial: (415) 553-0123

TIP LINE: (415) 392-2623

[County sheriffs’ office]

#### School Security Department

Patrol Special Private Security

Owner: Scott Hart

576 Thyme Place San Rafael, CA 94903

Office/cell: (415) 716-7613

Fax: (415) 499-1960

Nighttime cell: (415) 652-4269

[Probation department]

[District attorney’s office]

#### Fire Department

San Francisco Fire Department

SFFD Station 411325 Leavenworth St.

San Francisco, CA 94107 (Nob Hill)

(415) 558-3241

#### Poisoning

The California Poison Control System (CPCS)

(800) 222-1222

#### Biohazard

Centers for Disease Control and Prevention

(800) 232-4636

#### Gas Leak

PG&E

Dial 9-1-1, then dial (800) 743-5000

#### Power Outage

PG&E

(800) 743-5002

#### Grace Cathedral

(415) 749-6300

#### Multiple Injuries

American Red Cross

(888) 443-5722

#### Mental Health Service Contacts and Roles

[School counselors]

[Mental health professionals]

[Community intervention professionals]

## Approvals and Revisions

A public meeting was held on [DATE IN FEB 2025] to allow members of the public an opportunity to express opinions on the CSSP.

A school board meeting was held on [DATE in FEB 2025], and the plan was approved/revised for resubmission.

Revision dates:

|  |  |  |
| --- | --- | --- |
| **Action Item**  *What will be done?* | **Responsibilities**  *Who will do it?* | **Timeline**  *By when?* |
|  |  |  |
|  |  |  |

## Evaluation of Plan for Adaptations for Disability

The plan is evaluated to ensure adaptations for students with disabilities. The Americans with Disabilities Act (ADA) includes the following elements related to safety and disability:

* The school has addressed ADA requirements and has plans for compliance.
* The school has considered appropriate accommodations for students with disabilities.
* The school has developed procedures to accommodate students with disabilities in the event of an emergency.
* The school’s emergency alarm system follows ADA requirements, taking into consideration students and staff who may be hearing or visually impaired.
* In the event of a hostage or intruder event, the school has considered the unique safety needs of students and staff members with disabilities.

(Virginia Department of Education, 2009)

## Dissemination and Access

This policy was disseminated to [staff, students, parents] at [method of dissemination].

This policy is available in the following languages other than English to increase accessibility and understanding.

For public access to safety-related plans and materials, contact [contact person] at [phone and/or email].

# School Safety Policy

School safety policies should be developed collaboratively and be complete and current.

Beginning this section with an overview of the philosophy and values related to school discipline helps set the tone for a broader focus beyond identifying only misconduct and consequences. Instead, it focuses on prevention and overall issues of school climate.

Teachers should talk to students about school definitions of misconduct and policies.

A list of relevant [California School Board Association board policies and administrative regulations relevant to CSSPs](https://www.csba.org/-/media/CSBA/Files/GovernanceResources/SafeSchoolsToolkit/Safety-Toolkit-3.ashx?la=en&rev=1a2c5d79d89c4ca59bda1e45b9647228)[[1]](#footnote-1) and a [compilation of school discipline laws and regulations for California](https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/California%20School%20Discipline%20Laws%20and%20Regulations.pdf.)[[2]](#footnote-2) can be found at the corresponding links and footnotes below.

## School Discipline Rules and Procedures

At least every four years, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school.

* The student code of conduct is reviewed and updated annually.
* Disciplinary consequences for infractions to the student code of conduct are fairly and consistently enforced.
* Parents are an integral part of planning student discipline procedures and actions.
* Alternatives to suspensions and expulsions have been built into the discipline policy and are used consistently.
* Behavior expectations and consequences for violations are clearly outlined in the code of conduct, including sanctions for weapon and drug offenses and other criminal actions.

During an emergency, the Head of School, Chief Finance and Operations Officer, and Front Desk Operations Coordinator are the primary communicators.

## Bullying Policy and Procedures

The California Department of Education (2023a) indicates bullying is a form of violence. It can be physical, verbal, psychological, or sexual. Examples of bullying:

* **Physical:** hitting, kicking, spitting, pushing
* **Verbal:** teasing, threatening, name-calling
* **Psychological:** excluding someone, spreading rumors, intimidating
* **Sexual:** touching, assault, exhibitionism, and many of the actions listed above

Bullying may also occur through the internet or other forms of technology. This is known as cyberbullying. It is sending or posting hurtful material.

Bullying is common but should not be viewed as a normal part of growing up. It is more damaging to children than previously thought. Bullying has a negative effect on a student’s ability to learn.

Schools are responsible for creating safe environments for all students. They must work to prevent bullying and respond to it when it happens.

**"Bullying"** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students, directed toward one or more students, that has or can be reasonably predicted to have the effect of one or more of the following:

* Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
* Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
* Causing a reasonable student to experience substantial interference with the student's academic performance.
* Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

* A message, text, sound, video, or image.
* A post on a social network internet website, including, but not limited to:
  + Posting to or creating a burn page.
  + Creating a credible impersonation of another actual student.
  + Creating a false profile.

**“Cybersexual bullying"** means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act. A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

Bullying policy and procedures should include a focus on bullying and cyberbullying. This should include consideration of reserving the right to discipline students for actions taken off campus if they are intended to have an adverse effect on other students while in school.

CSB’s bullying policy is based on the one provided by the [California Department of Education](https://www.cde.ca.gov/ls/ss/se/samplepolicy.asp.).[[3]](#footnote-3)

### Policy for Bullying Prevention

CSB believes all students have a right to a safe and healthy school environment. The district, schools, and community must promote mutual respect, tolerance, and acceptance.

CBS will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

CSB expects students and/or staff to report bullying incidents to the Head of School or designee immediately. Staff who witness such acts take immediate steps to intervene when it is safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school campuses, CSB will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and assure them they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

* Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
* Students are expected to report bullying incidents to the Head of School or designee immediately.
* Students can rely on staff to promptly investigate each bullying complaint thoroughly and confidentially.
* If the complainant student or the student's parent/guardian feels that appropriate resolution of the investigation or complaint has not been reached, the student or the student's parent/guardian should contact the Head of School. CSB prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

* All staff, students, and their parents/guardians will receive a summary of this policy prohibiting intimidation and bullying at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
* The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
* Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

### Policy for Conflict Resolution

CSB believes that all students have a right to a safe and healthy school environment. Part of a healthy environment is the freedom to openly disagree. With this freedom comes the responsibility to discuss and resolve disagreements with respect for the rights and opinions of others.

To prevent conflict, CSB will incorporate conflict resolution education and problem-solving techniques into the curriculum and campus programs. This is an important step in promoting respect and acceptance, developing new ways of communicating, understanding, and accepting differing values and cultures within the school community, and helps ensure a safe and healthy learning environment.

CSB will provide training to develop the knowledge, attitudes, and skills students need to choose alternatives to self-destructive, violent behavior and dissolve interpersonal and intergroup conflict.

* Students are to resolve their disputes without resorting to violence.
* Students, especially those trained in conflict resolution and peer mediation, are encouraged to help fellow students resolve problems peaceably.
* Students can rely on staff trained in conflict resolution and peer mediation strategies to intervene in any dispute likely to result in violence.
* Students needing help resolving a disagreement or observing conflict may contact an adult or peer mediator*.*
* Students involved in a dispute will be referred to a conflict resolution or peer mediation session with trained adult or peer mediators. Staff and mediators will keep the discussions confidential.
* Conflict resolution procedures shall not supplant the authority of staff to act to prevent violence, ensure campus safety, maintain order, and discipline students.

[CSB to include its own language here for any bullying or bystander empowerment training. DPrep Safety offers these programs and courses]

## Discrimination and Harassment Policy

CSB does not discriminate based on race, color, national origin, sex, or disability in its programs or activities.

California laws also provide added protection based on actual or perceived ancestry, ethnicity, gender, gender identity, gender expression, immigration status, religion, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

The [California Department of Education's Civil Rights Review](https://www.cde.ca.gov/re/di/eo/cterights.asp) examines the full scope of a school’s policy and procedures related to discrimination and harassment.[[4]](#footnote-4)

### Title VI

[Title VI](https://uscode.house.gov/view.xhtml?req=(title:42%20section:2000d%20edition:prelim)%20OR%20(granuleid:USC-prelim-title42-section2000d)&f=treesort&num=0&edition=prelim) of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. Title VI states that:

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

The Office of Civil Rights mandate to ensure that recipients of financial assistance from the Department of Education (ED) comply with Title VI covers pre-K through grade 12 public schools, including charter schools; state educational agencies; local educational agencies; colleges and universities, including proprietary schools and community colleges; state vocational rehabilitation agencies and their subrecipients; and other institutions that receive ED financial assistance, such as libraries, museums, and correctional institutions.

Covered programs and activities may include, but are not limited to, admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, and housing.

Title VI prohibits a recipient from intimidating, threatening, coercing, or retaliating against any person because they made a complaint, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing or opposed an unlawful educational practice or policy.

[CSB to include its own language here for Title VI]

### Title IX

The school does not discriminate on the basis of sex in the education program or activity it operates and is required by Title IX not to discriminate in such a manner.

The school must designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under Title IX, who must be referred to as the “Title IX Coordinator.”

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) using the telephone number, email address, or mail to the office listed for the Title IX Coordinator.

[CSB to include its own language here for Title IX]

### Prohibited Conduct

The following definitions are from the [Code of Federal Regulations related to Title VI](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-I/part-100/section-100.3#p-100.3(c)).

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination.

A recipient under any program to which this part applies may not, directly or through contractual or other arrangements, on grounds of race, color, or national origin:

(i) Deny an individual any service, financial aid, or other benefit provided under the program.

(ii) Provide any service, financial aid, or other benefit to an individual that is different, or is provided in a different manner, from that provided to others under the program.

(iii) Subject an individual to segregation or separate treatment in any matter related to their receipt of any service, financial aid, or other benefit under the program.

(iv) Restrict an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit under the program.

(v) Treat an individual differently from others in determining whether they satisfy any admission, enrollment, quota, eligibility, membership, or other requirement or condition that individuals must meet in order to be provided any service, financial aid, or other benefit provided under the program.

(vi) Deny an individual an opportunity to participate in the program through the provision of services or otherwise or afford them an opportunity to do so which is different from that afforded others under the program (including the opportunity to participate in the program as an employee but only to the extent set forth in [paragraph (c)](https://www.ecfr.gov/current/title-34/section-100.3#p-100.3(c)) of this section).

(vii) Deny a person the opportunity to participate as a member of a planning or advisory body which is an integral part of the program.

The following definitions are described in the [Code of Federal Regulations related to Title IX](https://www.ecfr.gov/current/title-34/subtitle-B/chapter-I/part-106)*.*

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex.

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the school's education program or activity explicitly or impliedly conditioning the provision of such aid, benefit, or service on a person's participation in unwelcome sexual conduct.
2. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
   1. The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity.
   2. The type, frequency, and duration of the conduct.
   3. The parties' ages, roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct.
   4. The location of the conduct and the context in which the conduct occurred; and
   5. Other sex-based harassment in the recipient's education program or activity, or
3. **Specific offenses.**
   1. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.
   2. Dating violence meaning violence committed by a person:
      1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
      2. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
         1. The length of the relationship.
         2. The type of relationship; and
         3. The frequency of interaction between the persons involved in the relationship.
   3. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
      1. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim.
      2. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner.
      3. Shares a child in common with the victim; or
      4. Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or
   4. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
      1. Fear for the person's safety or the safety of others; or
      2. Suffer substantial emotional distress.
4. [CSB to include its own language here for sexual harassment and other prohibited conduct]

## Dress Code

Students and staff of the primary, elementary, junior, and senior high school campuses have the constitutional right to be safe and secure at school. However, children in many schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia, that disrupt the learning environment.

A schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any violent group or escalating the tensions related to socio-economic differences in terms of clothing. Weapons, including firearms and knives, have become commonplace on even our elementary school campuses. Students often conceal weapons with clothing, such as jumpsuits, overcoats, and large bags.

To control the environment in public schools, facilitate and maintain an effective learning environment, and keep the focus of the classroom on learning and not personal safety, schools need authorization to implement uniform clothing requirements for our students.

For everyday wear, the current school uniform consists of:

#### All Students

* Light blue oxford shirt with a button-down collar; short or long-sleeved. If you are ordering from Lands’ End, please note that the correct color is “Blue” and not “French Blue.”
* Gray trousers. Students in kindergarten through fourth grade may wear short gray pants with knee-length socks; cargo pants are not acceptable.
* All-black athletic shoes. These should be completely black, including logos, laces, soles, and any other visible part of the shoe.
* Black or navy blue dress socks (visible logos are not acceptable.)
* Black belt.
* Outerwear worn during the school day consists of a navy V-neck sweater, a fleece jacket embroidered with CSB’s insignia, or school-approved CSB attire.

#### Upper School

* Upper School students must wear a blazer to all chapels. Used ties and blazers can be bought during the PA Uniform Closet sales.
* Upper School students must wear a school tie to school each day.
* Upper School students are expected to tuck their shirts into their trousers at all times.

**Full dress uniform** requires a navy blazer, long sleeves, and a school tie. The blazer should have CSB’s insignia sewn over the left breast. The insignia may be purchased through the website or at the front desk. Students may wear black athletic shoes (please see guidelines above). Black dress shoes will remain optional for occasions that call for a full dress uniform.

Exceptions to the dress code include Spirit Week, Giant’s Week, 80’s Nights, and other approved events.

Many educators believe that school dress significantly influences student behavior. This influence is evident on school dress-up days and color days. Schools that have adopted uniforms experience a "coming together feeling," greater school pride, and better behavior in and out of the classroom.

## Student Protection Policy

1. The safety of all is of paramount importance. All actions should be for the well-being of students, employees, parents, and visitors on campus.
2. Students should never be left unattended, and Lower School students should not travel to other floors or throughout the school building alone. Students in grades K-3 cannot travel to a different floor unattended and must be accompanied by a faculty member or another student.
3. Adults should not be with students one-on-one unless they are visible to others. Classroom doors should be open, blinds up, and when possible, other students or school personnel should be present when meeting with students one-on-one. Adults include school personnel, tutors, or other vendors that may come in contact with students.
4. School personnel should not engage current students in social media networking or other online communication of a non-academic nature. All academic communication should be conducted through a school email account or class web page.
5. Under no circumstances shall any student be released from the custody of school personnel unless and until such may be done with safety. Release from school must be approved by the Head of School or the attending person in charge.
6. Any adult calling for a student at the school site must identify themselves to an assigned staff member and sign out before being permitted to take a student from school.
7. All school personnel are required to complete Mandatory Reporting training and to sign a statement of acknowledgment and compliance with the mandate to report known, alleged, or suspected instances of child abuse.
8. All school personnel are required to submit to a background check upon employment. The school is prohibited from employing (and retaining current employees) who have been convicted of a serious or violent felony. This requirement extends to tutors or other vendors that may come in contact with students.

## Suicide Prevention Policies

Suicide is now the second leading cause of death for youth ages thirteen to eighteen and is a leading cause of death among ten to twelve-year-olds. Local Educational Agencies (LEAs) are required to adopt suicide prevention, intervention, and postvention policies (AB 2246). While the mandate does not apply to private schools or schools with students below grade seven, private schools and schools with students below seventh grade should consider adopting a suicide prevention policy as a safety net for all students.

The board policy must be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. At a minimum, the board policy must address procedures relating to suicide prevention, intervention, and postvention. A model [Youth Suicide Prevention Policy](https://www.cde.ca.gov/ls/mh/suicideprevres.asp)[[5]](#footnote-5) is available through this link and in the footnote below. It is recommended that this policy be included in the CSSP.

[CSB to include its own language here for more extreme disciplinary measures, including some clarity related to when and how a suicide assessment will occur. DPrep Safety offers these programs, policy documentation, and courses.]

## Suspension or Expulsion Policy

A student shall not be suspended from school or recommended for expulsion unless the district superintendent or the Head of School in which the student is enrolled determines that the student has committed an act defined as:

* Caused, attempted to cause, or threatened to cause physical injury to another person.
* Willfully used force or violence upon the person of another, except in self-defense.
* Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Head of School or their designee.
* Unlawfully possessed, used, sold, otherwise furnished, or been under the influence of a controlled substance, alcoholic beverage, or intoxicant of any kind.
* Unlawfully offered, arranged, or negotiated to sell a controlled substance, alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
* Committed or attempted to commit robbery or extortion.
* Caused or attempted to cause damage to school property or private property.
* Stole or attempted to steal school property or private property.
* Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigarettes, vapes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of the student's prescription products.
* Committed an obscene act or engaged in habitual profanity or vulgarity.
* Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
* 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.
* Knowingly received stolen school property or private property.
* Possessed an imitation firearm.
* Committed or attempted to commit a sexual assault.
* Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
* Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
* Engaged in or attempted to engage in hazing.
* Engaged in an act of bullying or an act of cybersexual bullying.
* Aided or abetted the infliction or attempted infliction of physical injury to another person.
* Committed sexual harassment.
* Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
* Engaged in harassment, threats, or intimidation directed against school district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
* Made terroristic threats against school officials, school property, or both.

[CSB to include its own language here for more extreme disciplinary measures, including some clarity related to the management of threat through a multi-disciplinary team approach (BIT/CARE). DPrep Safety offers these programs, policy documentation, and courses.]

# School Safety Programs & Strategies

## Access to Buildings and Grounds

The school has a policy that restricts unauthorized access to buildings and grounds both during and after regular school hours.

All campus visitors must provide government-issued identification and sign into the visitor management system, [Securly Visitor.](https://rtqa-master-www.securly.com/visitor)[[6]](#footnote-6) Securly Visitor is linked directly to the National Registry of Sex Offenders. If a match is suspected, the individual will be denied access.

### Screening Parties Entering the Building

Parties entering the 1275 Sacramento St., San Francisco, CA 94108-1910 location must ring a buzzer to enter the building. For the most part, access is granted by the security guard who is stationed in the main lobby. If they are unfamiliar with the visitor, they will politely ask the person who they are and why they are there. If the presenting party indicates that they have an appointment, the security guard will verify the appointment and send the person to the first-floor reception area for check-in. In the absence of the security guard, the receptionists can buzz in entering parties. If they do not recognize the party ringing the bell, they will ask via intercom who the party is here to see. If the party appears to have a legitimate business, they can be buzzed in.

All parties should sign in at the lobby desk. Upon check-in, all visitors will be issued a school lanyard. The log in the lobby should include the person’s name, the person they are here to see, and the time in and time out.

If a person does not seem to have legitimate business at CSB or cannot name someone they are here to see, the security guard will not allow entry into the building.

The security guard and front receptionist must monitor the cameras to ensure visitors go to the intended area of the building. If they do not, the security guard should take the next step to see where the party has gone and go to that area to re-direct the party. As the situation dictates, they may be asked to wait while the appropriate person is contacted to greet them.

## Crisis Planning

Crisis planning can save lives, prevent injury, and minimize property damage during a crisis.

#### Mitigation and Prevention

Mitigation aims to decrease the need for response instead of simply increasing response capability.

* Connect with community emergency responders to identify local hazards.
* Review the last safety audit to examine school buildings and grounds.
* Determine who is responsible for overseeing violence prevention strategies in your school.
* Encourage staff to provide input and feedback during the crisis planning process.
* Review incident data.
* Determine major problems in your school concerning student crime and violence.
* Assess how the school addresses these problems.
* Conduct an assessment to determine how these problems and others may impact your vulnerability to certain crises.

#### Preparedness

Good planning will facilitate a rapid, coordinated, effective response to a crisis.

* Determine what crisis plans exist in the district, school, and community.
* Identify all stakeholders involved in crisis planning.
* Develop communication procedures with staff, students, families, and the media.
* Establish procedures to account for students during a crisis.
* Gather information about the school facility, such as maps and the location of utility shutoffs.
* Identify the necessary equipment to be assembled to assist staff in a crisis.

#### Response

A crisis is the time to follow the crisis plan and use your preparations.

* Determine if a crisis is occurring.
* Identify the type of crisis occurring and determine the appropriate response.
* Activate the incident management system.
* Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented.
* Maintain communication among all relevant staff at officially designated locations.
* Establish what information needs to be communicated to staff, students, families, and the community.
* Monitor how emergency first aid is being administered to the injured.
* Decide if more equipment and supplies are needed.

#### Recovery

During recovery, return to learning and restore the infrastructure as quickly as possible.

* Strive to return to learning as quickly as possible.
* Restore the physical plant, as well as the school community.
* Monitor how staff assess students for the crisis's emotional impact.
* Identify the follow-up interventions available to students, staff, and first responders.
* Conduct debriefings with staff and first responders.
* Assess curricular activities that address the crisis.
* Allocate appropriate time for recovery.
* Plan how anniversaries of events will be commemorated.
* Capture “lessons learned” and incorporate them into revisions and training.

(U.S. Department of Education, n.d.)

## Identification Badges

Students and staff members are required to wear identification badges. Visitors to the school must wear school-issued identification while on school property. If you know someone will be visiting campus, please notify the front desk in advance.

During school hours:

1. All employees must wear a visible RED school lanyard.
2. Upon check-in at the front desk, visitors are given a lanyard that must be worn while on campus for easy identification.
   1. A BLUE lanyard indicates a parent or community volunteer.
   2. A GRAY lanyard indicates a vendor or contractor.

Anyone not wearing a lanyard should be immediately escorted to the front desk for check-in.

## Mental Health and Intervention Services

This section relates to strategies, resources, and training in psychological and mental health issues, including coping with tragedy, crisis intervention and prevention, school psychology, and suicide prevention. Mental health services in schools include a broad range of services, settings, and strategies. Psychological and mental health services in schools apply learning theory for individuals and groups to improve instruction and coordinate and evaluate plans to meet unique individual needs for learning or behavior problems. School psychologists also use research to design prevention and intervention programs and provide crisis intervention, suicide prevention, and other mental health strategies as part of a student support services team. Mental health services provided in schools may include academic counseling, brief interventions to address behavior problems, assessments, and referrals to other systems. Providing mental health services in a school-based setting helps address barriers to learning and provides support so that all students can achieve in school and, ultimately, in life. Schools are also places where prevention and early intervention activities can occur in a non-stigmatizing environment (California Department of Education, 2024b).

Mental health and intervention services include suicide prevention, mental health instruction as part of the curriculum, telehealth, and other counseling resources.

[CSB to outline which of these programs are in place]

## Multitiered Systems of Support

A multitiered support system aligns the school's academic, behavioral, and social-emotional supports to serve the whole child. This includes response to instruction and intervention (RTI) and positive behavioral interventions and supports (PBIS). RTI focuses on individual students who are struggling academically. PBIS focuses on students' emotional and behavioral learning, which leads to increased engagement and decreased problematic behavior over time.

[CSB to outline which of these programs are in place]

## Physical Security

Physical security enhancements may include:

* Access controls such as key card or badging entry systems, upgraded locks and push bars, tamper-resistant doors, and other access control measures that make the facility more difficult to access.
* Applications such as ballistic film or blast-resistant window treatments that prevent glass and windows from becoming shrapnel and causing further harm.
* Security cameras, lights, and announcement systems to deter potential threats.

## Positive School Climate

A positive school climate must be a shared mission, created and sustained by students, parents, and school staff and supported by the community. Efforts to improve school climate must be an integral part of school improvement plans to have a positive and sustainable effect. Too often, fragmented solutions are implemented and marginalized in the school, and improvements are short-lived. Schools must have a clear sense of their vision and goals to achieve meaningful and sustainable improvements. Schools must also understand the barriers to learning that students experience beyond the school and address them before students can achieve and thrive. (California Department of Education, 2023b)

Gaining this knowledge may include activities such as climate surveys, family engagement, wellness initiatives, and other safe and supportive school programs.

[CSB to include some detail here related to any teams such as [Positive Behavioral Intervention Services (PBIS),](https://www.pbis.org/)[[7]](#footnote-7) [student retention teams](https://www.tads.com/resources/guides/key-strategies-for-k-12-retention-and-engagement/)[[8]](#footnote-8), physical intervention teams, [BIT/CARE or Threat Teams](https://www.tads.com/resources/guides/key-strategies-for-k-12-retention-and-engagement/).[[9]](#footnote-9)]

## Restorative and Transformative Justice Programs

Restorative practices include informal and formal tools, practices, and processes that build, maintain, and repair relationships (Trout, 2021). A multi-tiered framework for restorative and transformative justice programs includes community-building circles for all students, restorative conferences for addressing specific conflicts, and reintegration processes for students returning from suspension. Additional information on [restorative practices](https://www.cde.ca.gov/ls/ss/se/restorativepractices.asp)[[10]](#footnote-10) can be found at this link and in the footnotes below.

[CSB to outline which of these programs are in place]

## Safe Schools Programs and Strategies

Effective prevention/intervention programs and strategies are being used consistently to create a safe and drug-free learning environment and to address school safety and violence prevention issues that frequently impact campuses, such as:

* Anti-stigma mental health and prevention strategies
* Bullying Prevention
* Conflict Management
* Gang Risk Intervention
* Harassment
* Hate Violence-Motivated Behavior
* Human Trafficking
* Internet Safety
* Student Assistance Program or other intervention and referral system
* Teen Dating Abuse
* Youth Development
* Youth Suicide Prevention and Postvention

[CSB to outline which of these programs are in place]

## Security and Video Surveillance

A security guard is assigned to the lobby desk in the entranceway. Parties entering the facility must ring an intercom answered by the security guard or the receptionists, who have a camera displaying the entering party. There is also a Ring-style intercom.

Additionally, there is a network of cameras in the building. Images captured by these cameras are displayed on a monitor in the main lobby reception desk and on a TV screen in the main lobby. The security guard in the main lobby is the primary person responsible for monitoring these images to identify potential problems.

It is the policy of CSB for the information technology staff to evaluate the cameras daily to ensure that images are being captured. An existing policy addresses the specifics of the video surveillance system, including who has the right to access it and how it is evaluated daily. It is stated within that policy that if a problem is detected with the video surveillance system, IT staff is to notify the Director of Operations or their designee and proceed to initiate repairs. Videos should be saved for at least 30 days.

Judgment is extremely critical in an environment with such high visitor, client, and staff traffic. The security guard, receptionist, and other staff must remain extremely vigilant to ensure unauthorized personnel do not enter the building.

# School Safety Training & Drills

Comprehensive school planning and emergency preparedness should include plans for lockdowns and other drills that consider age and developmental levels, students with physical and intellectual disabilities, and language access for students and families who speak languages other than English.

Drills are a required component of school operations because they allow students and staff to practice the actual actions they would take in an emergency. When conducting a drill, it should ALWAYS be announced that it is a drill, not an emergency. For example, “This is an emergency drill, not an actual emergency. This is a drill. We are now practicing how to lockdown. This is a drill.”

Exercises allow the school personnel and leadership to practice their developed plans to identify gaps, shortfalls, and critical issues. They provide a depth of knowledge and experience. Exercises occur in several ways:

* **Seminars/Workshops** are low-stress, informal discussions in a group setting with little or no simulation used to provide information and introduce people to policies, plans, and procedures.
* **Tabletop Exercises** provide a convenient and low-cost method to evaluate policy, plans, and procedures, as well as resolve coordination and responsibilities. Such exercises are an effective way to see if policies and procedures exist to handle certain issues.
* **Drills/Tests** are conducted regularly to maintain operational procedures, personnel, and equipment readiness. Examples include fire and earthquake drills, evacuation procedures, shelter-in-place or lockdown drills, and testing communication systems.
* **Functional Exercises** are designed to test and evaluate the capability of an individual function, such as communications, evacuations, or medical capabilities.
* **Full-Scale Exercises** simulate an actual emergency. They typically involve complete emergency management personnel and first response agencies and are designed to evaluate the operational capability of the emergency management system. Examples include active shooter, full-scale evacuation, and medical emergency exercises.

## Exercise and Drill Schedule

The current drill schedule is included in [Appendix A](#_Appendix_A:_Exercise). Some key concepts related to exercises and drills offered during the school year include:

* Start with simple exercises as you prepare school staff, crisis management teams, students, first responders, and community agencies. This will help increase knowledge and the likelihood that practiced responses will occur when a real-life threat occurs.
* Select appropriate crisis scenarios that are more likely to occur in a specific school or neighborhood. Local offices of emergency services may identify potential natural disaster hazards, and crime data from law enforcement may assist in determining what drills are most urgent and appropriate. Multi-option drills should be practiced for multiple hazards. Drills should include incidents that occur during passing periods, outdoor recess, and sports activities.
* Practice a variety of exercises to familiarize students and school staff with school safety, building disaster, and crisis plans, as well as where and what equipment, utility services, alternative systems, first aid kits, and emergency food and water resources are available at the school site or from the district or county. Awareness of agency partnership agreements, school maps, and emergency supplies is essential.
* Discussion-based exercises may include orientations such as seminars, workshops, and tabletop drills using realistic potential situations. Operations-based exercises must be carefully planned with guidance from professional first responders and agencies. They can help schools prepare mentally and physically to respond to emergencies such as lockdown, fire, evacuation, reverse evacuation, and drop-cover-hold. Local and surrounding communities and parents/guardians should be informed of full-scale drills that simulate real emergencies.

(California Department of Education, 2021)

Before drills, students should be instructed so that they fully understand the seriousness of the drill and any possible physical injury they could sustain in the event of a genuine disaster if they are unpracticed. Each student should be directed to familiarize himself with the Emergency Evacuation Area and to join the class in that area if they are otherwise separated from the class during the drill or disaster period.

## Annual Data on Safety Drills

The department shall collect, and local educational agencies shall provide, inclusive data pertaining to lockdown or multi-option response drills conducted at school sites within school districts, county offices of education, and charter schools providing instructional services to students in kindergarten or any of grades 1 through 12. The data may be collected from a representative sample of school sites, with a methodology to be determined by the superintendent.

Data may include drill type, frequency, training, impact, notifications, participants, problems, and improvement plans.

[CSB to outline how this data has been collected and stored. One suggestion would be including this in an appendix of this document]

## Trauma-Informed Approach to Training & Drills

Any drills or exercises offered should be done in a trauma-informed manner. Students and staff should be aware that individuals who have experienced adverse childhood experiences (ACES) may become dysregulated or re-traumatized by drills. As such, it is crucial that safety training utilizes a trauma-informed approach to maintain a school environment that meets students’ physical, emotional, and social safety needs.[[11]](#footnote-11)

Include school resource officers and local, school-based, or district-based mental health professionals in developing lockdown procedures. Professionals with knowledge about the developmental stages of youth are particularly important when evaluating the age-appropriateness of drills.

Staff members should receive an orientation and overview of what to expect during drills. The overview and plan discussed with staff should be age-appropriate for the students involved, with consideration and any accommodations for those with language barriers, physical limitations, or special needs. This will assist staff with understanding their roles and expected actions.

Train staff members, as much as possible, in recognizing traumatic stress reactions and knowing how to support students during lockdowns and other drills.

[CSB to include its own language here for their trauma-informed policy. DPrep Safety offers these programs, policy documentation, and courses.]

## Active Assailant Drills

It is important to work with local law enforcement to develop lockdown procedures appropriate to different levels of threats that may be immediate on school property, in the school building, or in the community and not an immediate threat to the school.

Conduct lockdown and multi-response drills regularly each year to ease the stress of dealing with real-life emergencies and to ensure adaptive behavior in case of an emergency. Drills practiced regularly can increase effectiveness, knowledge, and skills to respond appropriately and reduce anxiety about perceived risks.

Lockdown drills should always be announced using plain language such as “This is a drill” or “We are going to practice for an emergency” in an age-appropriate manner. Unannounced drills reportedly cause anxiety and fear that a violent incident or threat is real and can lead to a more significant unfavorable emotional impact on both staff and students.

When conducting active assailant lockdown drills, consider the following.

* Ensure that a school administrator is present on campus during lockdown drills.
* Ensure that parents and guardians are informed by way of the parent handbook and other appropriate means that drills will take place during the school year. Include the rationale and procedures for these drills. Including all lockdown drill dates in parent materials will likely be impossible, as drills are often planned after the school year begins and based on local first responders’ planning and participation.
* Consider posting a social media message when conducting lockdown drills to help prevent fear, confusion, and possible community reactions that could interfere with normal school activities.
* Provide direct, clear information and emphasize the importance of following adult direction. Use safety vocabulary and verbiage carefully, considering developmental and age-appropriateness. Use words like “go” and “evacuate” instead of “escape” or “run” to help mitigate the psychological impact of the crisis and promote calmness and orderliness.
* Staff can be most effective by modeling a controlled response and inspiring calm and confidence in students. Staff should be trained in grounding techniques and stabilization to reassure students.
* Everyone should remain silent; students and adults should be reminded silence cell phones.
* Communicate clearly and appropriately for the developmental level and age of students during a lockdown if there is imminent danger to the school. Deliver factual information as quickly as possible to help minimize anxiety and fear.
* Clearly and expeditiously execute a pre-established communication plan to parents/guardians, including those who speak languages other than English and use social media, as appropriate. As soon as possible, reassure families that their children are safe and inform or remind families of reunification strategies and locations, as appropriate.
* Have a designated crisis team member monitor social media, correct misinformation, and provide updates as appropriate.

## Emergency Cardiac Care Drills

These procedures are required to integrate evidence-based core elements, including first aid/CPR training and AED placement, in accordance with nationally recognized evidence-based emergency cardiac care guidelines, as dictated by the school safety plan.

## Fire Drills

Fire drills are practiced for handling actual emergencies and must be taken seriously. A successful, lifesaving response to emergencies is based on a calm repetition of procedures previously rehearsed in properly executed fire drills.

* Fire drills are timed and recorded.
* Fire drills occur monthly.
* A fire drill will begin with sounding the fire alarm and conclude with the on-site fire department representative providing the “all clear.”
* Fire drills take place on different days and times to assess the plan's overall success and to determine whether adjustments to a timely response need to be made. At least two drills take place during nap time to assess the efficacy of evacuation.
* The fire alarm company is called to take the system offline during the drill so the fire department will not make an unnecessary trip.
* All fire drill outcomes are logged and kept in the Head of School’s office. The log includes the date and time of the drill and how long it took for the building to be evacuated.
* There is no talking during fire drills other than orders being issued that specifically pertain to the safe evacuation process.
* During a fire drill, each teacher takes the daily attendance roster out of the building. All children, staff, and visitors must be accounted for during evacuation.

## California Child Abuse Mandatory Reporter Training

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know to identify and report suspected cases of child abuse and neglect. “All employees” includes anybody working on the LEA’s behalf, such as teachers, teacher’s aides, classified employees, and any other employees whose duties bring them into direct contact with and supervision of students. LEAs must also develop a process to provide proof that employees received training. An online training module has been developed specially for educators and is located at [California Child Abuse Mandated Reporter Training](http://mandatedreporterca.com/).[[12]](#footnote-12)

Alternative training methods may be used, but if an LEA uses training other than the online training module, the LEA must report that fact to the CDE and inform them of the training that was used. A form for this purpose is available at [Reporting Form for LEAs Who Use Alternative Training For Mandatory Reporting(PDF)](https://www.cde.ca.gov/ls/ss/ap/documents/alttrainmandatereporter.pdf).[[13]](#footnote-13)

## Earthquake Emergency Procedure System & Drop Procedure Training

Students and staff will be taught and drill earthquake drop procedures. **DROP** to the ground; take **COVER** by getting under a sturdy table or other piece of furniture; and **HOLD ON** until the shaking stops. If there is not a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.

In an earthquake drill, confirm the following elements:

* Teacher-led drop/cover/hold by example.
* Students knew the proper procedures.
* Students 1) dropped to the floor, 2) went under cover, and 3) held onto furniture.
* Teacher gave instructions and reassurance.
* Teacher checked for themself and evaluated the situation.
* Teacher asked the students to check themselves and their peers.
* Teacher evaluated the situation and waited for class composure before asking for an evacuation.
* Teacher checked with a buddy teacher.
* If there were special situations, either planned or unplanned, how were they handled?
* Evacuation was orderly.
* If there were serious injuries or a teacher was incapacitated, the evacuation process changed accordingly.
* Students sat down while the teacher took a roll at the assembly area.
* Attendance was shared with command staff.

## Emergency Planning Training

To better prepare for natural disasters and emergencies, schools have access to emergency training provided by state, federal, and other organizations. These trainings include courses from the California Specialized Training Institute on disaster recovery, disaster mitigation, and emergency management concepts. The Federal Emergency Management Agency (FEMA) offers Incident Command System (ICS), National Incident Management System (NIMS), and other all-hazard and preparedness courses.

# Safety Reporting & Notification

## School Crime Data and Status Assessment

All school district superintendents and county office of education superintendents who operate educational programs must submit to the California Department of Education safe school assessment reports containing specific numerical data on the crime incidents, including hate crimes or hate-motivated incidents, occurring on their respective school campuses.

Each school district or county office of education shall utilize the following procedure to report crime and hate-motivated incident data from school or program sites to the respective school district or county office of education superintendent and to the California Department of Education:

Each administrator of a school site or county office of education program or their designee shall complete a California Safe Schools Assessment School Crime and Incident Reporting Form (July 1, 2001) for each incident of crime, including hate crime or hate-motivated incidents. The information on the form includes, but is not limited to, identification of the crime or hate-motivated incident, victim characteristics, suspect characteristics, if known at the time of the incident, and the actual or estimated dollar loss to the school district or county office of education resulting from a criminal act directed against property of the school district or county office of education.

This document will be kept in [Appendix B](#_Appendix_B:_Crime).

[CSB to outline where this information is kept and update Appendix B]

## Anonymous Reporting

The policy provides a system whereby staff and students may anonymously report problems, incidents, or potential dangers.

[CSB to outline which of these programs are in place]

## Reporting Requirements and Procedures for Threats of Violence

Building a successful referral network for threat assessment is essential. A threat analysis process will only be effective if it receives frequent information from the school community. Developing a clear information conduit for students, teachers, parents, SROs, community partners, and staff is essential. These individuals have “eyes on the ground” and help ensure the team has actionable information to assess and analyze.

The best way to obtain reports, referrals, and information on a potential threat includes multiple points of entry for reporting a concern.

Concerns can be shared through a central web portal **[LINK TO REPORTING FORM]**. This allows anonymous reporting, which is considered a best practice by police, BIT, and CARE teams.[[14]](#footnote-14) Concerns may also be shared directly with school officials and team members. Community members may also share a concern by phone at 555-5555.

[CSB to outline which of these programs are in place]

## Reporting Requirements and Procedures for Child Abuse

The California Department of Education indicates school employees and educators are obligated as mandated reporters of child abuse. They must be able to identify signs of suspected cases of child abuse and/or child neglect and have the tools to know how to make a report to the proper authorities.

[CSB to outline which of these programs are in place]

### Identification of Child Abuse and Neglect

Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but it can do just as much harm. Individuals working with and around children must know what constitutes child abuse or child neglect and how to identify potential signs.

Child abuse and/or child neglect can be any of the following:

* A physical injury inflicted on a child by another person other than by accidental means.
* The sexual abuse, assault, or exploitation of a child.
* The negligent treatment or maltreatment of a child by a person responsible for the child’s welfare under circumstances indicating harm or threatened harm to the child’s health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
* The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment, or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a “reasonable suspicion” that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on their training and experience, to suspect child abuse or neglect.

Red flags for abuse and neglect are often identified by observing a child’s behavior at school, recognizing physical signs, and observing dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

#### Warning Signs of Emotional Abuse in Children

* Excessively withdrawn, fearful, or anxious about doing something wrong.
* Shows extremes in behavior (extremely compliant or demanding; extremely passive or aggressive).
* Doesn’t seem to be attached to the parent or caregiver.
* Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

#### Warning Signs of Physical Abuse in Children

* Frequent injuries or unexplained bruises, welts, or cuts.
* Is always watchful and “on alert” as if waiting for something bad to happen.
* Injuries appear to have a pattern, such as marks from a hand or belt.
* Shies away from touch, flinches at sudden movements, or seems afraid to go home.
* Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

#### Warning Signs of Neglect in Children

* Clothes are ill-fitting, filthy, or inappropriate for the weather.
* Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
* Untreated illnesses and physical injuries.
* Is frequently unsupervised, left alone, or allowed to play in unsafe situations and environments.
* Is frequently late or missing from school.

#### Warning Signs of Sexual Abuse in Children

* Trouble walking or sitting.
* Displays knowledge or interest in sexual acts inappropriate to their age or even seductive behavior.
* Makes strong efforts to avoid a specific person without an obvious reason.
* Doesn’t want to change clothes in front of others or participate in physical activities.
* A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
* Runs away from home.

[CSB further detail this policy and connect this to training and drills]

### Mandated Reporting of Child Abuse or Neglect

A list of persons whose profession qualifies them as “mandated reporters” of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. It includes all school/district employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a student shares information with a mandated reporter leading them to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency listed below. This legal obligation is not satisfied when a report of the incident is made to a supervisor or the school. An appropriate law enforcement agency may be one of the following:

* A police or sheriff’s department (not including a school district police department or school security department).
* A county probation department, if designated by the county to receive child abuse reports.
* A county welfare department/county child protective services.

The report should be made immediately over the telephone and followed up in writing. The law enforcement agency has special forms that they will ask you to complete. If a report cannot be made immediately over the telephone, an initial report may be made via email or fax. A report may also be filed simultaneously with your school district or county office of education (COE). School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine whether additional steps must be taken.

These policies do not replace reporting to an appropriate local law enforcement or county child welfare agency. Further, any such additional local policies shall not: (1) Direct an employee to allow the employer’s supervisor to file or process a mandated report under any circumstances and (2) shall not require any employees who are required to make reports to disclose the employee’s identity to the employer.

Mandated reporters are required to give their names when making a report. However, the reporter’s identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge or suspicion of the abuse or neglect outside their professional capacity or scope of employment.

A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a $1,000 fine (California Penal Code Section 11166[c]).

School volunteers, while not mandated reporters, should also be encouraged to report any suspected abuse and neglect cases. Additionally, school volunteers are highly encouraged by the law to have training in the identification and reporting of child abuse and neglect. The training offered online to mandated reporters is equally available to school volunteers.

(California Department of Education, 2024a)

[CSB further detail this policy and connect this to training and drills]

## Notification Policy and Process for Violent Crimes

When the Head of School or their designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site, they may send to each student’s parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the Head of School or their designee chooses to send the written notice, the Legislature encourages the notice to be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district.

## Notification Policy and Process for Dangerous Students

* Notification to teacher; student who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.
* A school district shall inform the teacher of each student who has engaged in, or is reasonably suspected of having engaged in, any of the acts described in any subdivisions except subdivision (h) of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business or receives from a law enforcement agency regarding a student described in this section
* No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.
* An officer or employee of a school district who knowingly fails to provide information about a student who has engaged in, or who is reasonably suspected of having engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

A school district must inform any teacher, counselor, or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a student has engaged in, or is reasonably suspected of having engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school-sponsored activity:

* Causing, attempting, or threatening physical injury to another.
* Possessing, selling, or otherwise furnishing a firearm, knife, or other dangerous object.
* Possessing, using, or selling illegal drugs, alcohol, or drug paraphernalia.
* Committing or attempting to commit robbery or extortion.
* Damaging or attempting to damage school property.
* Stealing or attempting to steal school or private property.
* Committing an obscene act or engaging in habitual profanity or vulgarity.
* Possessing, offering, arranging, or negotiating to sell any drug paraphernalia.
* Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
* Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a student is guilty of a misdemeanor punishable by up to six months in jail, up to a $1,000 fine, or both.

Such information is confidential and shall not be further disseminated.

If a minor enrolled in a public school (grades K-12) is found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism, or graffiti, the court must send a written notice to the school superintendent within seven days. The information **shall**be expeditiously transmitted to any counselor who directly supervises the student and **may**be transmitted to any teacher or administrator with direct supervisorial or disciplinary responsibility over the minor who needs the information to work with the student, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Any information received by a teacher shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff and shall not be further disseminated except insofar as communication with the juvenile, their parents, probation officer, and law enforcement is necessary for these purposes.

Each notice received from the court shall be kept in a confidential file at the student’s school, transferred to any subsequent school, and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18. The record shall then be destroyed.

Further, even short of conviction, when a petition is filed in juvenile court or a complaint is filed in any court alleging that a minor is using, selling, or possessing drugs, the district attorney may provide written notice to the superintendent of the school district of attendance.

The superintendent or designee of the district where the minor is enrolled may inspect the minor’s juvenile court file and all documents contained therein.

A law enforcement agency may also release information to a school district relating to the taking into custody or conviction of a minor from crime(s) against the property, students, or personnel of that district.

Additionally, the name of a minor 14 years of age or older who has been found to be a ward of the court may be disclosed to the public if the minor has committed a specified “serious” or “violent” felony.

A student or their parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion.

[CSB further detail this policy and connect this to training and drills]

# Response Procedures

## Accidents

Employees should notify the Division Director and the front desk staff if a student has an accident. For purposes of communication and student safety, the employee present during any accident serious enough to warrant calling a parent should complete an incident report immediately. Report forms are available from the front desk. The teacher must also inform the Division Director immediately so that the parent can be contacted.

Similarly, employees should complete an incident report immediately following any accident or injury they incur. Failure to complete an incident report in a timely manner may (negatively) impact an employee’s workers' compensation coverage should they require additional treatment and support following a work-related accident.

If you have any questions about the seriousness of an accident, err on the side of caution and do not move the individual. If a student has a minor accident (e.g., cut or scrape) or illness (e.g., upset stomach), send them to the front desk accompanied by another student.

No injured student should ever be left without an adult in charge under any circumstances. Never allow another student to notify the family of a student who is taken ill or has had an accident. All such calls must be placed through the office.

When bleeding from an accident or illness occurs, the person providing treatment must wear disposable gloves to be properly disposed of when treatment is completed.

When treating a vomiting person, wear disposable gloves and make every effort to protect your clothing and the exposed parts of your body from contact with the vomit. Dispose of gloves correctly.

Maintenance staff should be contacted as soon as possible, preferably during treatment. They will immediately decontaminate the area with a bleach solution. Keep others away from the contaminated area.

Each employee should have a supply of disposable gloves in the employee's work area. The major reserves are kept at the front desk.

## Active Assailant Emergency

Violence on school grounds can occur in many forms; however, one of the most dangerous is the presence of an armed assailant on campus. Active shooters/intruders may:

* Cause panic/disrupt classes.
* Cause the school to engage in lockdown procedures.
* Kill or injure students and school personnel.
* Barricade themselves on campus.
* Engage in violence against first responders.

State and federal agencies such as Cal OES and the federal Department of Homeland Security recommend utilizing the concept of ‘Run (evacuate), Hide, Fight (take action against the active shooter within their ability)’ when dealing with an active assailant. Additionally, the CSSP shall include procedures to prepare for active shooters or other armed assailants based on the specific needs and context of each school and community.

Questions to Consider:

* Does your school have lockdown procedures?
* Is there a specific alarm or code used to signal that lockdown has begun?
* How do you notify the school to initiate a lockdown procedure?
* Does your school have a School Resource Officer or Security Personnel?
* Who is responsible for calling 9-1-1?
* Who is responsible for making initial contact with the intruder?
* Who is responsible for making notifications to the District Office and other stakeholders?
* Is there accurate accounting for students, faculty, and staff who are on campus and those who may be outside the classroom after the lockdown was initiated?
* If the intruder does plan to cause bodily harm, are first aid supplies readily available, and do faculty and staff know where they are located?
* When law enforcement arrives, do you know how to integrate with them to provide information such as the location of the intruder or injured persons, floor plans of the site, keys to unlock doors if needed, etc.?
* How do you notify the district office and families/guardians?
* What are your reunification plans?
* Who will manage media and press inquiries?

## Air Quality

Air quality is an important consideration for schools. School districts should make decisions about school activities and closures based on local air quality conditions, the availability and quality of school building air filtration, and direct observation of on-site indoor/outdoor air quality.

Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. [California Air Resources Board](https://ww2.arb.ca.gov/california-air-districts)[[15]](#footnote-15) keeps information related to these requirements available to schools.

[State guidance](http://www.cde.ca.gov/ls/ep/documents/schlairqualityguide.pdf)[[16]](#footnote-16) regarding air quality index and activity recommendations (recess, physical education, athletic practice, sporting events) is available at the link and footnote below.

School districts should report any school closures to the School Emergency Reporting System (SERS) and their County Office of Education for media notification, as well as announce closures to families using normal school closure procedures. SERS location on the [California Department of Education (CDE) website](http://www.cde.ca.gov/ls/ep/).

In the event of smokey air due to wildfires, CSB will monitor air quality on campus.

We close windows at 100+ AQI, move recess and other outdoor activities indoors at 150+, and close the school at 200+. CSB uses [airnow.gov](https://www.airnow.gov/) as our AQI meter. All classrooms are equipped with air purifiers, and our HVAC system uses both MERV13 filtration and ionizing purification technology.

## Automated External Defibrillator (AED)

An AED is used to treat victims who experience sudden cardiac arrest. It is only to be applied to victims who are unconscious, not breathing normally, and showing no signs of circulation, such as normal breathing, coughing, or movement.

In the event of a suspected heart attack or an unconscious or unresponsive person, have someone call 911 to initiate emergency services. Stay with the person and ask a colleague to retrieve one of CSB’s AEDs.

AEDs are in the following areas on campus:

* 4th floor – athletics office
* 3rd floor – admin hallway
* 1st & 2nd floors – Director of Upper School office
* Crypt, Gresham, gym – kitchen

Open the defibrillator, turn it on, and follow the audio instructions until medical professionals arrive.

## Bioterrorism/Hazardous Materials

To protect the safety and welfare of clients, it is of utmost importance to CSB to ensure that the environment of care is free from hazards or dangerous conditions. To ensure that facility inspections are comprehensive and systematically occur, environmental rounds are done bi-monthly. If hazards are reported outside the inspection cycle, they are immediately corrected by the maintenance coordinator. There are also systematic inspections by contracted vendors to ensure that safety equipment/equipment is properly working and that health and safety risks are minimized.

Fire Safety:

* Fire extinguishers are inspected semi-annually by Master Fire.
* Fire/evacuation drills are held regularly.
* Designated staff members have a Certificate of Fitness.

HVAC:

* The HVAC system is inspected quarterly by [NAME OF COMPANY]**.**

Water Systems:

* The water system has been inspected. Water lead survey done [DATE] by [COMPANY].

Lead Paint Survey:

* A lead paint survey was done on [DATE], and the use of lead paint ceased in 1978 (see statement from Benjamin Moore).

General Safety:

* Environmental safety rounds are done bi-monthly.
* Exit signs are checked daily by the maintenance coordinator.

## Bomb Threat/Suspicious Package

If you have reason to believe that a device or package looks suspicious:

1. Do not touch or move it.
2. Do not assume that it is the only threat.
3. Immediately move students and staff to another part of the building.
4. Notify the administrative offices immediately.

If you receive a bomb threat via note or direct communication, notify the administrative office immediately.

If you receive a bomb threat through a telephone call, refer to the “Bomb Threat Checklist” on the following page.

Alert police immediately using 911. Ensure copies of the facility’s floor plan are available to police and cooperate in the search procedures.

The Head of School or their designee will decide on school evacuation. Evacuation follows the same procedures as the fire drill, ensuring that alternative evacuation routes are used to avoid the bomb area. Students will be advised to leave all school bags behind.

Departing staff should quickly check the classroom and immediate hallway for anything out of the ordinary before evacuating students in their charge.

1. Teachers will take the class list and/or emergency folder with them.
2. Shut doors, but do not lock them. Leave lights on.
3. Cell phone use is prohibited.

The checklist[[17]](#footnote-17) on the following page should be used by staff during any suspicious package or bomb threat that occurs.

**A blue and white paper with text

Description automatically generated**

## Communications

The communications plan includes a process for alerting the school/district, first responders, families/guardians, and other identified stakeholders needing notification. Consider the use of social media in your plan.

[CSB to outline which of these programs are in place. DPREP Safety has expansive training in K-12 BIT/CARE and Threat assessment, if needed. This includes policy related to crisis media]

### “60-Minute Rule”

**What is the 60-Minute Rule?** The CSB policy for reporting certain incidents or events (see below) within one hour of occurrence and/or becoming known to you.

**Who Must Comply?** All employees of CSB.

**What is the Policy?** Each CSB employee is responsible for reporting any “60-Minute Incident” as soon as possible but in any event within 60 minutes of their occurrence.

**What is a 60-Minute Incident?** Any incident or event that may cause physical, financial, reputational, or legal harm to the school or any of its students, faculty, staff, customers, vendors, or anyone else on our campus.

#### What Are Some Examples of Reportable Incidents?

* Any event that could or does result in injury or harm to students or staff, such as car accidents, allergic reactions, slips or falls, fires, bomb threats, or physical harm.
* Any event that could cause class or business disruption, such as power outages or technical failures.
* Any report, observation, or allegation of wrongdoing by any CSB students, employees, or contractors, including full or part-time instructors, vendors, or customers.
* Any actual or threatened legal or regulatory action, including the receipt of any legal document naming CSB or any of its employees or contractors (including full and part-time teachers, vendors, customers, etc.) such as:
  + subpoena
  + notice of hearing or investigation
  + lawyer complaint letter
  + suspension or denial of a regulatory approval
  + any oral or written threat of suit or breach of contract
  + any incident that involves the police, the FBI, USCIS, IRS, Department of Homeland Security, etc.
  + any inquiry or notice from a consumer protection service, such as the Better Business Bureau
  + inquiry (other than routine, scheduled visits) from a government agency/regulator such as the Department of Education, Department of Insurance, FINRA, Health Dept., Labor Dept., OSHA, etc.
* Media or press inquiries of any kind relating to any matter involving CSB, including:
  + requests for competitive information
  + “off the record” interviews
  + requests for information offering anonymity
  + informal questioning for “background”
* Any incidents related to a potential breach of confidentiality of information related to the school, its employees, or its students, such as:
  + lost or stolen laptop, thumb drive, cell phone, files, etc.
  + computer, server, or network hacking

When in doubt, report! What may seem like an unimportant and/or isolated matter can actually/ultimately result in identifiable patterns when viewed as a whole. Further, the results of any one incident may not be readily/immediately apparent. We can only provide the best service, protect school assets, and provide for student, faculty, staff, and family welfare when we are promptly notified of problems.

#### How Do I Report a Reportable Event?

If the incident occurs during regular business hours:

1. Notify your Department Director. The Department Director should contact the Head of School, providing a brief description of the incident and the names and contact information of the individuals involved. If you cannot reach your Department Director immediately to inform them about the incident, please contact the Head of School directly.
2. If you do not reach the Head of School, leave a message on their cell phone specifying that you are calling to make a “60-minute rule” report and a brief summary of the incident and immediately send an email to jones@cathedralschool.net with the words 60-MINUTE RULE INCIDENT REPORTED in the subject line.
3. Once you have followed steps 1-2 above, please follow up immediately with your supervisor.

If the incident occurs after regular business hours or on a weekend:

1. Notify your Department Director. The Department Director should contact the Head of School on their cell phone, providing a brief description of the incident and the name and contact information of the individual(s) involved. If you cannot reach your Department Director immediately to inform them about the incident, please contact the Head of School directly.
2. If you do not reach the Head of School live, leave a message on their cell phone specifying that you are calling to make a “60-minute rule” report and a brief summary of the incident and immediately send an email to jones@cathedralschool.net with the words 60-MINUTE RULE INCIDENT REPORTED in the subject line.
3. Once you have followed steps 1-2 above, please follow up immediately with your Department Director.

The “60-Minute Rule” Incident Reporting Policy does not prohibit you from taking immediate necessary medical or police action. If there is imminent danger or a medical emergency, your Department Director may choose to engage 911 before reporting an incident. The safety and welfare of CSB students, faculty, staff, and customers are your first priority.

During business hours, if the Head of School is not on campus, always be informed who is “in charge” during their absence. Having one point-person/person making key decisions and coordinating communication is critical.

#### Tips for Communicating During a “60-Minute Rule” Incident

While the Head of School will direct all response strategies, it is important that you clearly understand your role in the communication process in the event of witnessing or being alerted to an incident.

Please remember to:

* Remain calm and speak in a slow, calm voice. Your tone will impact those around you, and your intention should be to calm any tense or emotional situations.
* Take notes. Be sure to capture details and information accurately and write things down as they occur or as you hear/learn them.
* Ask questions. Often, those involved in a reportable incident are emotional. It will be up to you to fully understand what is happening and report an incident accurately.
* Involve your Department Director. These aren’t situations you are expected to know how to handle comprehensively. It is important that you do not take on the management of these incidents alone. You must partner with your Department Director.
* DO NOT GOSSIP. Depending on the situation, a coordinated response via the Head of School may prove critical in protecting the school, the members of our community, or our assets. Please ensure that misinformation is not spread and that others are not unnecessarily riled or upset during times of crisis, incident, or ambiguity.

## Cybersecurity

Cybersecurity attacks often exploit vulnerable systems for financial gain. Cyber threat actors target personally identifiable information (PII) and critical capabilities or disrupt essential systems and services.

Cyberattacks may result in:

* Theft of PII or sensitive information.
* Denial of services for essential functions or systems.
* Exploitation of other connected systems.

The district should consider and invest in evaluating critical systems and their respective security protocols to ensure the risk of breach is as minimal as possible. All site and district employees should be educated on how to look for and avoid cyberattacks. Access controls to and backups of essential or sensitive information should also be considered to preserve data and ensure the right people have the right access.

Questions to Consider:

* Who do you contact to start investigating this breach?
* Does your school have an incident response plan or policy regarding cyberattacks?
* When was the last time the incident response plan was exercised?
* Do exercises and drills include considerations for people with access and functional needs?
* Does your school or district have Cyber Liability Insurance or Data Breach Coverage? Does your insurance provider require certain response protocols to be followed? If so, what are they?
* Who within the law enforcement community needs to be notified?
* What information should you start to gather?
* Are other systems affected? If so, how do you respond to those issues?
* How will you notify parents/guardians and others affected by this breach?
* Who will speak to the media about the incident?
* Do you have an alternate plan to resume normal business operations if the affected system is down?
* Have you tested to see if your backups work?
* What systems are in place for you to monitor the situation?
* Does your district have policies on computer usage in case of a cyberattack?

## Disability Adaptations

School emergency management plans should include procedures and training for evacuating all school occupants, including special needs and disabled students, in various emergencies and building conditions and by various routes.

Whether permanent or temporary, activity limitations can interfere with or prevent successful evacuation. In addition, not knowing what to do or where to go during an emergency can be a substantial barrier.

People with special needs may face many different forms of potential barriers.

* **Physical barriers** restrict the ability to get to, into, around, and out of facilities. Physical barriers might include curbs, steps, stairways, narrow doorways, aisles, and the inability to use mobility devices (canes, walkers, wheelchairs).
* **Communication barriers** restrict access to signs, exit routes, lighting, sirens and alarms, public address systems, and communication devices (phones, two-way radios).
* **Cognitive, learning, and emotional barriers** restrict the ability to remain calm, problem-solve, make quick decisions, and cope during an emergency.
* **Program barriers** restrict access to and participation in emergency and evacuation planning.
* **Transportation barriers** restrict access to appropriate, reliable, and accessible public and private transportation.

In addition to addressing these concerns, determine whether specific crises require additional considerations for hazards, such as fire, severe weather, or earthquake. For example, mobility impairments might prevent some staff or students from being able to bend over to assume the protective position recommended during earthquakes. During a fire, elevators will be unavailable to transport wheelchairs. It is critical to identify safe and appropriate shelter areas inside school buildings that can be reached quickly and accommodate individuals with disabilities.

For the special needs population, emergency plans should answer the question: How will people with mobility limitations, sensory limitations, and cognitive or learning disabilities quickly evacuate during emergencies?

A planning strategy for evacuation should emphasize the abilities of special needs populations and recognize challenges and barriers to evacuation. The strategy should also address the requirements for accessibility. To devise a planning strategy:

* Identify who within your school may need assistance with evacuation.
* Identify the different types of needs that impact evacuation.
* Recognize that people with special needs know best what type of assistance is needed and how it may be provided during an evacuation.
* Provide alternatives and flexibility in evacuation.
* Involve special needs support systems and people with special needs in planning.
* Plan reception points to care for evacuees, including those with special needs (FEMA, 2009).

(National Clearinghouse for Educational Facilities, 2008)

[CSB to outline which of these programs are in place]

## Earthquake

California has many fault lines that are part of the North American and Pacific tectonic plates. These active fault lines, like the San Andreas Fault that runs the length of the state or numerous other smaller faults, shift daily, causing earthquakes that can be felt all over. Earthquakes can:

* Cause structures to crumble or collapse, resulting in severe injury or even death.
* Create leaks to internal piping for gas and water.
* Crack or shift roads, making it difficult for response personnel to reach those in need.
* Topple or knock over furniture or fixtures inside a building.
* Disable power and communication lines.

The Bay Area Earthquake Plan focuses on the San Andreas Fault System and the potential for a significant seismic event in the Bay Area. The Cascadia Subduction Zone Earthquake plan focuses on the Northern California coast. The Southern California Earthquake Plan focuses on Southern California.

Questions to consider in procedures:

* What is your earthquake risk?
* Is your school located in a Liquefaction Zone?
* What actions have you taken to mitigate earthquake damages?
* How often do your schools conduct earthquake drills?
* Do you have multi-story buildings on site, and are you able to evacuate students from upper levels if the elevators do not operate?
* Do all the faculty and staff know where the utility (water, power, gas) shut-off valves are located?
* How long can you shelter students in place until parents/guardians can pick them up?
* How long can you care for students with access and functional needs and disabilities?

Protective measures before, during, and following an earthquake

* Building and classroom hazard mitigation can identify and resolve potential earthquake-related hazards.

Obvious indicators of an earthquake:

1. Movement of building and ground
2. Sudden explosive sound
3. Brilliant flare of intense light

Be aware that some earthquakes are foreshocks, and a larger earthquake might occur. Minimize your movements to a few steps to a nearby safe place and stay indoors until the shaking has stopped and you are sure exiting is safe.

In all instances, the individual teacher will give the command “DROP.” The teacher will also inform students when it is safe to get up. Given that the event may extend indefinitely, students should position themselves as comfortably as is compatible with their safety.

### Inside the School Building

Students will be taught and drill earthquake drop procedures. **DROP** to the ground; take **COVER** by getting under a sturdy table or other piece of furniture; and **HOLD ON** until the shaking stops. If there isn’t a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.

When indoors, students, faculty, and staff should:

1. DROP to the floor. Move toward interior walls, away from windows.
2. COVER by getting under a sturdy table, desk, or other piece of furniture. Assume a kneeling, curled position with knees tightly together and hands clasped tightly over the back of the neck.
3. HOLD ON to the table or desk until the shaking has stopped or you are directed to stop.
4. When directed by the faculty or staff member, or when it is safe to do so, evacuate to the Emergency Assembly Area.

Note: Under no circumstances should elevators be used to evacuate.

In the halls, students should stay as close as possible to inside supporting walls. They should be prepared to assume the DROP position facing the wall upon command. They should avoid occupying the space necessary to open doorways fully. The teacher may choose to stand in a doorway for protection and better vision/supervision of the area. Quiet should be maintained so that communication may be upheld.

* Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
* Use a doorway for shelter only if it is near you and if you know it is a strongly supported, load-bearing doorway.
* Stay inside until the shaking stops and it is safe to go outside. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
* Be aware that the electricity may go out, or the sprinkler systems or fire alarms may turn on.
* Do not use the elevators.

### Outside the School Building

When outdoors, students, faculty, and staff should:

1. Move away from buildings, large trees, light poles, and utility wires.
2. DROP to the ground.
3. COVER head and neck with arms.
4. Once it is safe to do so and only once directed by a faculty or staff member, evacuate to the Emergency Assembly Area.

### In a Moving Vehicle

When in a moving vehicle or school van, drivers and students should:

1. Stop as quickly as safety permits.
2. Instruct all students and staff to stay in the vehicle.
3. When it is safe, proceed cautiously or evacuate the vehicle.

A red backpack and applicable student medications should always be present in a vehicle carrying students.

#### Driving a Bus or School Vehicle:

* Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires.
* Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that the earthquake might have damaged.

### Trapped Under Debris:

* Do not light a match.
* Do not move about or kick up dust.
* Cover your mouth with a handkerchief or clothing.
* Tap on a pipe or wall so rescuers can locate you. Use a whistle if one is available. Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust.

Schools should check with their school district for damage assessment programs before reoccupying a school after a disaster. These assessments can provide valuable information about the overall safety of the structure as well as list any damage observed. Schools and districts should work with their district and building safety departments to ensure buildings are safe for instruction.

## Evacuation

One key to developing quick and orderly evacuation procedures is a thorough assessment of the hazards likely to be encountered en route from classrooms and other activity rooms to safe, open-space areas. Areas where hazards may be likely include hallways, lighting, elevators, porch-like structures, roofs with clay or slate tiles, balconies, and gas/sewer/power lines.

In an evacuation, an alternative location should be identified in advance and communicated to all program staff and parents. Unless otherwise directed by the police department, fire department, or other emergency personnel, such a site is a safe walking distance from the original site.

Students will be gathered in a group, and staff will supervise an orderly evacuation to the designated assembly area.

Staff will take attendance, child rosters, and information sheets with them. When possible, staff will take appropriate supplies to protect children from inclement weather.

All non-instructional staff will assist teaching staff with the evacuation and then proceed to perform their assigned duties.

Never use the elevator to evacuate the building.

## Fire

It will be up to the school and district to clean up and fire damage and determine whether reoccupation is safe. If a building or structure was damaged or lost by fire, it is the best practice to work with the school insurance provider and district on recovery efforts. Schools and districts should also work with their county emergency management if damage or destruction is the result of a declared disaster. Schools and districts should also check with their insurance providers for environmental clean-up services, including surface cleaning, change or replacement of air filtration systems, ash removal, and other services to reopen the school healthily.

Questions to Consider:

* Are you located in a high wildfire threat area?
* What actions have you taken to mitigate fire damages at your schools?
* Who can authorize the school to evacuate?
* Do you need approval from the district?
* What is your order of succession for decision-making?
* Do you wait for law enforcement to order evacuations?
* Where are the buses and drivers during the day?
* How long will it take to recall the buses, and how many are needed to evacuate all students?
* How many faculty, staff, and students have mobility disabilities and require accessible (paratransit) evacuation?
* How do you safely evacuate faculty, staff, and students with disabilities and other access or functional needs?
* What are your plans for taking medications with you when evacuating?
* Where will you go? Nearby or farther away?
* How will parents be notified?
* How will students/parents/guardians with Limited English Proficiency (LEP) be notified?
* What is your reunification plan?

This process explains how the school personnel will evacuate the building during fire drills and other emergencies and what to do if trapped by smoke or fire.

The biggest safety threat is smoke. Our safety from smoke inhalation depends, first, on the orderly evacuation of the building. If you are ever in thick smoke, crawl along the floor to stairwell exits. Never use the elevator.

This plan also details what the building marshals, floor marshals, deputy floor marshals, and special needs marshals will be doing after an alarm sounds. All personnel must listen to the instructions given by the building and floor marshals.

If you see fire or smell smoke, sound the fire alarm. Fire alarms are red boxes located at XXX on every floor. Do not attempt to extinguish the fire unless it is manageable and you have been trained to use fire extinguishers. Notify the security guard at [XXXX]. Tell the guard where the fire is so they can inform the fire department personnel as they arrive. Inform the building marshal stationed at the building egress since they are responsible for managing the evacuation and communication process.

All staff must be familiar with the bell system. This will help all staff identify where the fire alarm was pulled. Please see the attachment that lists the number of bells identifying the area where the fire alarm was pulled.

All employees shall learn all the exit routes from their workstations in case their primary exits are blocked during the emergency. Evacuation routes are posted prominently throughout the building. Take the time to study them before any emergency or fire drill occurs.

Before opening any door of a room or office that leads to the main hallway, feel the door first to see if it is hot. If the door is not hot, open it slowly. If conditions allow, proceed to the nearest stairway and follow the evacuation plan. If the smoke is too heavy, do not enter the hallway. Close the door, place a wet towel or article of clothing along the bottom edge of the door. Open the windows for fresh air and hang a blanket or other similar article out the window to let the fire department know you are still in there. Yell out that you are trapped in the room in a fire.

If opening the window pulls smoke into the room, shut the window immediately. If the window cannot be opened, do not break the glass; if the opening pulls smoke into the room, you will have no way to close the window. If, for any reason, you must remain in a room or office during a fire or other emergency, remain calm, call 911 and advise of your location and situation, and wait for the fire department to assist you.

If you hear thefire alarm, immediately instruct all children, clients, visitors, and coworkers to calmly and quietly walk in a single file along the right side of the hallway. If you are with a child who is unable to walk quickly down the stairs, pick up the child and move quickly down the stairs. Be mindful that there are people behind you who are trying to evacuate and will depend on your speed to get out of the building safely. Stay to the right of the stairwell to permit the fire department to get up the staircase.

When reporting a fire by telephone, give all the following information and remain on the line until the message is confirmed.

1. Name of person making call,
2. Location of emergency - building name, floor, and room number,
3. People injured, trapped, or disabled, if any.

When leaving their floors, teachers or teaching staff should take their current attendance books with them; however, head teachers shall be primarily responsible for bringing the attendance books. The school nurse should take any medications that need to be taken daily.

There will be no talking during fire drills and evacuations except for communicating evacuation-related procedures. The use of cell phones for matters unrelated to building evacuation is also prohibited.

Proceed carefully but briskly out of the building. Do not panic, and do not run in the halls or on the stairs.

After exiting, keep your students together and move them at least 100 yards from the building. Do not congregate in front of the building entrance, as fire department trucks and personnel may be approaching at high speed and will need to enter the building quickly. Non-authorized district personnel at the building entrance will be in danger. Proceed to the designated rally points.

On reaching the sidewalk and leading all persons safely away from the building, each floor marshal shall instruct a coworker to report to the building marshal in front of the building that all persons have evacuated the floor marshal’s area of the building. If two-way radios are available, this information will be related using them.

If there is an emergency that makes it impossible for building re-entry, all students should be led in a calm, orderly fashion to [GIVE SPECIFIC DIRECTIONS]. XX is an emergency reunification area where parents and relatives can pick up their children.

If, for some currently unforeseeable reason, [PRIMARY SITE] is unavailable, our backup evacuation location is [ATLTERNATIVE SITE]. This will take place only as directed by the building marshal. The Director of [LOCATION] has agreed to let us use their space as an emergency meeting area where parents and relatives can pick up their children.

SITE NAME, CONTACT PERSON, PHONE AND ADDRESS #1

SITE NAME, CONTACT PERSON, PHONE AND ADDRESS #2

Do not re-enter the building until the fire department, building marshal, or floor marshals instruct you to do so.

### Role of the Building Marshal and Backup Building Marshals:

[NAME] is the building marshal. The outside building marshals are [NAME] for [ADDRESS], and the backup building marshal is [NAME]. On Saturdays, the persons responsible for safe evacuation are [NAME], the security guard, and the receptionist on duty.

The role of the building marshal in the event of a fire or fire drill is to manage the evacuation process. In collaboration with the operations manager and their designees, the building marshal will:

* Designate and train floor marshals and deputy floor marshals.
* Be involved in the preparation of the evacuation plan.
* Schedule fire drills.
* Become familiar with all exit locations and fire evacuation routes.
* Report any unsafe condition within your building or any safety equipment that is not functioning properly, such as:
  + Locked exit doors
  + Blocked corridors
  + Combustible storage in corridors
  + Burned-out exit lights
  + Emergency lighting not working
  + Fire alarm components not functioning
  + Propped open fire and smoke doors (doors should be shut.) These doors are designed to restrict the movement of fire and smoke within a building so that occupants can evacuate safely during an emergency.
* Ensure that proper records of the fire drills are maintained.
* Evaluate the success of the building evacuation plan and floor marshals and correct deficiencies as necessary.
* Maintain records of testing the smoke detectors and inspect pull stations daily.
* Ensure that designated parties within the building have fire department certification, maintain certification tracking, and help complete paperwork for those receiving certification.

During a fire or fire drill, the building marshal will:

* Communicate with the floor marshals to verify that all parties are evacuated.
* Ensure that information about handicapped persons waiting to be evacuated is obtained and that a “special needs marshal” stays with the handicapped party.
* Ensure that the fire department is given correct instructions upon arrival, including the existence of any handicapped persons waiting to be evacuated, the location of the fire, and the status of the evacuation.
* Ensure that the fire department has complete access to all rooms.
* Maintain order outside the egress in conjunction with floor marshals.
* Determine when the building can be re-entered (in the case of a fire drill).

### Role of Floor Marshals and Deputy Floor Marshals

Floor marshals and deputy floor marshals are responsible for executing the evacuation plan during fires, fire drills, and any other emergency evacuation. If the floor marshal is not in the designated area when the alarm sounds, one of the deputy floor marshals should immediately assume the floor marshal’sresponsibilities.The building marshal shall appoint floor marshals and deputies. The floor marshals and deputies shall be assigned to each building and floor.

The floor marshals and/or deputy floor marshals are directly responsible for the areas assigned to them in the event of an emergency, and it is their job to make sure that:

* All offices/bathrooms/spaces are checked, and all parties have safely and quickly evacuated the floor. (To do this effectively, they must communicate with the building marshal, who will give them direction if needed.)
* Ensure that no one uses the elevator.
* Ensure that all doors are closed but NOT locked to permit the fire department easy access in the event of a real fire. After every fire and/or evacuation drill, the fire marshals are to report the names of those staff members who exited the building and locked their offices. The building marshal will contact the individual staff member. Fire department personnel should not have to waste time trying to locate keys or breaking doors down, particularly if the room is vacant.
* Keep track of the status of the fire (spread of the fire) so that it can be communicated to the building marshal for transmittal to the fire department.
* Floor marshals, or deputy floor marshals substituting for floor marshals, will send an employee to tell the building marshals (who shall be stationed in front of the building entrance at address) the status of the evacuation of their area. The report should include if the evacuation is complete, any special information, and whether anyone is awaiting evacuation in the care of a special needs marshal.
* Vacate the building when the evacuation is complete. One floor marshal should wait with the special needs marshal until the fire department arrives. If there is a delay, they should escort the person down the stairs.
* Until it is safe to re-enter the building, the floor marshals and deputy floor marshals will assist with crowd control and keep everyone on the sidewalk, off the street, and away from the building.

### The Role of the Special Needs Searcher:

This individual is designated to stay at the top of each stairwell landing to assist with evacuating handicapped students who need to be carried down the stairs. The searcher will communicate with the building marshal via the floor marshals, indicating their location so that the fire department knows their location.

|  |  |  |
| --- | --- | --- |
| Building/Floor | Special Needs Helper | Marshal |
|  |  |  |

## Flood

Flooding is a temporary overflow of water onto land that is normally dry. This is primarily due to rain, snow, coastal storms, storm surges, and overflowing dams and other water systems. Floods can:

* Develop slowly or quickly and can occur without warning, such as flash flooding.
* Cause power outages, disrupt transportation, damage buildings, and create landslides.
* Move debris, cars, and homes miles downstream.

The Northern California Catastrophic Flood Response Plan focuses on catastrophic floods in the Sacramento River Basin and region.

Questions to Consider:

* Is your school located in a flood or dam inundation zone?
* Is your school near a levee?
* How many dam inundation zones is your school in?
* Do you have flood insurance, and is it enough?
* Do you own or lease the property?
* Do you have a National Oceanic and Atmospheric Administration’s (NOAA) National Weather Service (NWS) radio for weather alerts?
* How long will it take to evacuate your school, including employees and students with access and functional needs?
* Where will you go out of the inundation zone?
* Is the host school prepared to care for incoming students until they are released to parents?
* How do you weigh faculty needs versus student needs?

Schools that suffer damage due to a flood may need immediate repairs and inspections to ensure the structure(s) are safe for occupancy. Inspections, cleaning, and repairs may be covered as part of the school’s insurance coverage. Additionally, damaged schools/districts should work with their local county office of education and emergency managers to determine what costs may or may not be covered in a federally declared disaster. Schools and districts should also check with their insurance providers for environmental clean-up services, including water damage removal and replacement, soot and silt cleaning, mold/mildew removal, and other types of services to reopen the school.

## Ingress and Egress to and From School

[CSB to outline which of these programs are in place]

## Intruders/Solicitors

If an unauthorized person is discovered in the building and it does not appear to be a dangerous situation, the security guard can be called at extension [XXX] or paged to the extension of the party who has discovered the unauthorized person. The person who discovered the unfamiliar party should not let that person out of sight until the security guard arrives. They should, however, not put themselves in danger. The guard will then present to the area in question and ask the identified party the nature of their business at CSB. If the person has no reason to be on the premises, they will be escorted out.

If an unauthorized person is in the building and the discovering party believes that the situation is an unsafe one, they can page the security guard to their extension, activate the panic button at the reception desk, or call 911 directly if they feel the situation warrants it. However, they must always be mindful of their security and that of others. Judgment must be exercised in this situation, and there is no harm in calling 911 if the situation warrants it. If 911 is called because the circumstance is urgent, the calling party should notify the administrative office at extension [XXX] or [XXX] and the security guard at extension [XXX].

## Lockdown/Barricade

A lockdown is intended to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. If a hostile intruder is on site, the person making the discovery should use the paging system to announce, “This is a lockdown/barricade – intruder at [location].” While it would be ideal if a member of the senior management made this decision, this is not always possible given the rapid nature with which action must be taken.

The police should be contacted through 911 regarding the nature of the problem.

If an emergency in a school's vicinity threatens student safety, the school may be placed under "lockdown." Please see the school’s Workplace Violence Prevention Plan for additional details.

Obvious indicators of an active assailant:

1. Gunfire
2. Excessive yelling and screaming
3. People stampeding

A lockdown is initiated in response to an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, the individual or individuals use firearm(s), and there is no pattern or method to their selection of victims. Lockdown situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the threat and mitigate harm to victims.

Lockdown or “active assailant” situations are often over within 10 to 15 minutes. Before law enforcement arrives on the scene, individuals must be mentally and physically prepared to deal with an active shooter situation.

Once the lockdown is initiated, teachers will follow the instructions included here. A lockdown will remain in effect until a uniformed officer enters each classroom and gives an all-clear. Since the lockdown may extend indefinitely, students should position themselves as comfortably as is compatible with their safety.

In the event of a lockdown, the command “LOCKDOWN/BARRICADE” will come over the intercom, and the air horn will sound.

1. Move quickly into the nearest room and stay out of sight. Stay away from windows and doors.
2. Lock all doors from the inside and barricade the door from the inside with any and all movable furniture in the room. Most doors have buttons that can be pushed while others need a key to be locked. For inside key-lock doors, please practice locking your door.
3. Turn off the lights.
4. Pull window shades if possible, then stay away from the windows.
5. Hide in the identified safer corner.
6. Silence cell phones.
7. Stay silent and listen.

#### During a lockdown, a school will take several security measures:

* All school doors and windows are locked.
* All students and staff remain in their classrooms or offices.
* No one is permitted to leave, and no one, including parents, is allowed on campus.

#### Staff in classrooms/offices:

* If safe, gather students from hallways and common areas near the classroom.
* Ensure that your door is locked and have everyone lie on the floor in the safer corner, away from the door and windows. Since some doors have windows, ensure the intruder cannot see where you are sheltering the children. If you have a curtain over the door's window, close it. If you have a closet in your room, try to fit the children into that closed space. Barricade if necessary.
* Draw blinds/curtains and turn off lights (unless the attacker is right outside the room).
* Keep everyone quiet; silence cell phones.
* Check attendance. Add any students to your list who may be in your room but aren’t ordinarily in your classroom.
* If your classroom telephone is not in the intruder’s line of site, you can use it to report severely injured students or staff and/ or to update intruder information.
* Stay hidden until physically released by law enforcement personnel.

#### Staff not in a classroom:

* Go to the nearest, most secure location and lock the door.
* Bring any staff and students you encounter with you.
* Make a list of every student with you.
* Do not use the telephone EXCEPT to report severely injured students or staff and/or to update intruder information.

Students and staff should follow principles taught in the Run/Hide/Fight during a lockdown. Some core concepts:

* Barricades should use all available materials to create a delay and allow law enforcement to respond.
* Hiding is an active concept. Stay alert and use your situational awareness to determine whether hiding is the best approach or if running or preparing to fight may be needed.
* When receiving conflicting messages, such as a fire alarm going off during a lockdown/barricade, use situational awareness to assess the best actions to keep individuals safe.

## Medical Emergency

[Emergency First Aid Guidelines for California Schools](https://emsa.ca.gov/wp-content/uploads/sites/71/2017/07/EMSC_Interactive_Final.pdf.) are available at this link and in the footnote below.[[18]](#footnote-18)

When an individual is deemed to require immediate medical attention due to an accident or injury:

* Contact emergency medical services (911).
* Assist the person in need if possible. Provide emergency first aid, if qualified, as required and ensure an adult remains with the student/client/staff member until relieved by parent or guardian or emergency medical personnel. Get help from someone certified in first aid/CPR.
* Notify the security guard at [XXXX] to assist with the arrival of EMS (e.g., monitor the entrance).
* If the nature of the individual’s condition indicates that moving them will cause further injury, they should be immobilized until emergency medical personnel arrive.
* The security guard should go to the emergency location once they have directed EMS to that site. The security guard should prepare to assist EMS as they exit the building to transport the patient (e.g., holding elevators).
* Contact the parent/guardian or emergency contact as soon as possible.
* If a parent or guardian cannot be contacted, provide medical assistance as required but only if qualified, and notify the parent/guardian as soon as practicable.
* Notify the Head of School or their designee as soon as possible.
* Complete an incident report as soon as possible after the event.

If a student is transported to a medical facility without a parent or guardian being contacted, a staff member must accompany the student until relieved by a parent/guardian or until the student is discharged from medical care, at which time the attending staff member will accompany the child back to school unless otherwise directed by the parent/guardian. Continuing attempts to contact the parent will be made by personnel at the school/clinic.

A student who suffers a minor injury or becomes ill at school must receive treatment within the parameters of first aid training and available resources.

A student placed in the medical room is to be under the constant supervision of staff.

A parent/guardian or emergency contact person is to be notified when a student complains of any illness or injury at school.

A student being dismissed from school due to illness or injury may be released to a parent/guardian or designate. Students are not to be dismissed without supervision.

## Missing Child

The following procedures have been included in our CSSP to ensure the safety of children. All staff will be trained on such procedures, and this protocol also binds any volunteer or parent/guardian. These rules and regulations are designed to maintain the highest safety level for students, parents/guardians, and staff.

Attendance is taken daily upon arrival.

* Procedures on how attendance will be taken:
  + The bussing coordinator will document the attendance of the children that arrive and depart on the bus and each bus's arrival and departure times.
  + Classroom teachers will take and record attendance daily, including absences or lateness of each child on their roster on the Student Attendance Record at the start of each day. If the reason for a child’s absence is known, the teacher will indicate the reason for absence on the back of the card.
* Procedures for reporting attendance:
  + Unknown/unexcused reasons for absences will be reported to front office staff by email and followed up by a phone call to the family as soon as reasonably possible.
* Procedures to accommodate students arriving or leaving at times other than routine arrival and departure times:
  + Parents/escorts must sign the child in upon arrival and sign the child out upon dismissal on the Child Sign In/Out Log [binder located at front reception desk].
  + Children who arrive late will be signed in by the parent/escort on the Child Sign In/Out Log and escorted to their classroom by a staff member. Staff members will let the classroom staff know that they are dropping off a late arrival, ensuring classroom staff is aware of the child’s attendance.
  + No child can be released to anyone other than their parent, a person(s) currently designated in writing by such parent to receive the child, or another person authorized by law to take custody of a child.

Classroom staff will maintain accountability for children throughout the day, taking periodic attendance with specific attention to changes in activity, location, outdoor play periods, and bathroom facilities.

Staff is provided with attendance policy and procedures upon hire and informed of any revisions in writing.

### Lost Child Procedures:

Immediately upon discovery of a missing child:

* Alert the program director or staff member in charge.
* Child search will be initiated by available staff.

#### If the child is lost in the school:

* Initiate a lockdown to quickly search all bathrooms, closets, room corners, etc., and ensure all exits, doors, and activities are halted.
* If the child is not found after five minutes, call 911 and search any security footage.
* If the child is not located by the end of the business day, management staff will be on hand until the child has been located and/or will follow police recommendations.

#### If the child is lost outside of the school premises:

* Search immediate surroundings; if the child is not found within five minutes, call 911.
* Take attendance of remaining students to be sure no other students are missing.
* The director/staff member in charge will determine the areas and parameters of the search and the duration of the search.
* While the available staff conducts child searches, all other children should be kept calm, supervised, and returned to the school. The search parties will communicate by cell phone at regularly determined intervals.
* The director/person in charge will notify parents/guardians.
* A written incident report will be maintained for investigation and reporting to the proper agencies. All written documentation must be completed within 12 hours of the incident.
* If the child is not located by the end of the business day, management staff will be on hand until the child has been located and/or will follow police recommendations.

#### Once the child has been located, the trip/site supervisor will:

* Assess the child to determine whether medical intervention is needed.
* Inform the child’s parents/guardian.
* Investigate what may have occurred while the child was unsupervised and determine if there is further cause for concern or if police intervention is necessary.
* Transition child to back the group if deemed appropriate.
* Notify governing agencies within 24 hours.

### Internal Investigation & Corrective Action Plan:

An internal incident investigation will be conducted, and documentation shall be generated in response to the incident. The documents shall include:

* Incident description
* Timeline of incident
* Actions taken
* Assessment of incident causes
* Response by staff, volunteers, and management to the incident
* Reporting to governing agencies
* A statement on administrative/disciplinary actions to be taken by management on the lost child incident

After fully investigating the incident, a corrective action plan will identify the steps taken to protect children in our care. Corrective action plans must include the following:

* Incident description
* Response report
* Action taken or planned in response to the incident and to safeguard the well-being of children

## Opioid Overdose (7-12 Grades Only)

Opioids are the fastest-growing cause of death in the state of California.

[We would recommend including this process and that CSB invest in an anti-overdose treatment. CSB to outline which of these programs are in place.]

## Power Failure/Blackout

Power disruptions can occur in many forms, from localized outages to rolling blackouts or entire counties and regions of the state without power. They can be caused by natural disasters such as wildfires or earthquakes or human-made causes such as downed power lines due to a car accident.

In California, power disruption can occur with or without warning, depending on the season or disaster. Power outages are not always short and could last days, depending on the severity of the disaster or incident. Events such as the Public Safety Power Shutoffs (PSPS) can last several days, causing significant disruptions in daily lives. Power disruptions can:

* Result in food spoilage and water contamination.
* Disrupt communication and 9-1-1 services.
* Disrupt transportation systems such as signal lights and railway crossings.
* Disrupt medical services, especially those that rely on power to run special medical equipment.
* Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services.
* Result in a lack of heat and/or cooling systems.

Questions to Consider:

* Do you have adequate backup/emergency power systems in place?
* Do you have the means to communicate with the district or local emergency response without power?
* How do you prepare for the extended power outages?
* Is the school equipped to support students with powered devices such as assistive technology or wheelchairs?
* How does the weather, such as extreme heat or cold, factor into your decisions?
* How will you communicate to parents and guardians during an unplanned power outage, including those with a Limited English Proficiency (LEP)?
* What is your trigger for closing school for power-related issues?
* Do you have a point of contact for your local utility provider?

## Routine and Emergency Disaster Procedures

An all-hazard emergency procedure offers practical and easy-to-understand guidance when responding to a wide array of crises. These can often be considered in three categories: weather emergencies, human-caused disasters, and criminal events. The information used in all-hazard processes can inform the procedures for all types of crises.

Major concepts/components from California standardized emergency management systems

* Every emergency, whether large or small, requires certain tasks, specifically management, planning, operations, logistics, and finance/administration.
* The system can be expanded or contracted, depending on the situation and the immediate needs. One person can do more than one function.
* Every incident needs a person in charge, called the Incident Commander at the site level or the EOC Director at the district level.
* No one person should oversee more than five to seven people. [Note: this does not apply to student supervision.]
* Common terminology - All faculty and staff in the school/district should use the same words to refer to the same actions. This terminology should be known and practiced before a disaster.
* A complete [CA Emergency Management for Schools Guide](https://www.caloes.ca.gov/wp-content/uploads/Preparedness/Documents/California-Emergency-Management_A-Guide-for-Districts-and-Sites__Final-05-11-23-2.pdf)[[19]](#footnote-19) is available at this link and in the footnotes below.

### Chain of Command

1st in Command:

Name and Title:

Telephone:

Cell Phone:

Email:

Responsibilities:

* Work with police, SFFD, and local emergency agencies to arrange evacuation locations and transportation.
* Familiarize staff with the Crisis/Emergency Response Plan and ensure effective implementation at employee orientation and email communication.
* Ensure that the school practices drill program is implemented and documented.
* Act as a team leader in crisis/emergency situations. Identify the emergency/crisis and determine the course of action.

2nd in Command:

Name and Title:

Telephone:

Cell Phone:

Email:

Responsibilities:

* Become familiar with the Crisis/Emergency Response plan and complete crisis/emergency response training for employees regularly and update as necessary.
* Work with the school Site Supervisor to investigate and evaluate each crisis/emergency to prevent repeated ineffective efforts.
* See that all injuries and issues are attended to immediately and referred to the Site Supervisor to determine whether contact with the authorities is necessary.

3rd in Command:

Name and Title:

Telephone:

Cell Phone:

Email:

Responsibilities:

* Become familiar with the Crisis/Emergency Response Plan.
* Provide complete crisis/emergency response training to employees regularly and update as necessary.
* Take the lead in planning, implementing, and tracking all training to update and check the accuracy of current crisis/emergency response procedures.

Crisis planning includes preparing for managing school buildings, grounds, and occupants, as well as rescuing and recovering personnel during and after a crisis. This includes compiling, identifying, and reviewing building and site information, including a neighborhood map, aerial and ground photos of the campus, campus plans, command post and staging areas, alternative evacuation routes and sites, school floor plans, fire alarm and sprinkler shut-off procedures, utility and television shut-off procedures, first aid supplies, and building keys (National Clearinghouse for Educational Facilities, 2008).

A complete description of the contents for a [crisis response box](https://www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf)[[20]](#footnote-20) is available at this link and in the footnote below.

An all-hazards approach is supported by using a [standard response protocol](https://iloveuguys.org/The-Standard-Response-Protocol.html).[[21]](#footnote-21) An example is provided here and below in the footnote.

[CSB will need to outline training on this topic that is both developmentally written and trauma-informed. DPrep Safety has existing policies and materials along with trainings on these topics.]

### Transportation

A transportation plan incorporates school transportation into evacuating or relocating students and personnel.

### Reunification

The I Love U Guys Foundation[[22]](#footnote-22) provides a model and framework for the standard reunification of students with their parents or guardians following an incident.

## Secure School/Shelter-in-Place

Sheltering in place is defined as moving people into the building and isolating the building environment from the outside. A secure school event occurs when there is a threat near the school. CFSB works closely with Grace Cathedral and the San Francisco Police Department to ensure we are informed of any dangerous activity in the area.

In the event of a secure school event, the command “SECURE SCHOOL” will come over the intercom, and the air horn will sound.

1. Doors should be locked from the inside. Most doors have buttons that can be pushed, while others need a key to be locked. For inside key-lock doors, please practice locking your door.
2. If you cannot lock the door, barricade it from the inside.
3. Pull shades if possible, then stay away from windows.
4. Inform students of the possible danger and continue class instruction.
5. Listen for further instructions and act accordingly.

Concepts to be considered during a secure school event include:

* Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty, and staff indoors.
* If visitors are in the building, provide for their safety by asking them to stay. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.
* Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school’s listed telephone number available in the room selected to provide shelter for the school secretary or person designated to answer these calls. This room should also be secured. There should be a way to communicate among all the rooms where people are sheltering-in-place in the school.
* Ideally, provide a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
* If children have cell phones, allow them to call a parent or guardian to let them know that they have been asked to remain in school until further notice and that they are safe.
* If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed and that students and staff are remaining in the building until authorities advise that it is safe to leave.
* Provide directions to close and lock all windows, exterior doors, and any other openings to the outside.
* If you are told there is a danger of explosion, direct that window shades, blinds, or curtains be closed.
* Have employees familiar with your building’s mechanical system turn off all fans, heating, and air conditioning systems. Some systems automatically provide for the exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed, or disabled.
* Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
* Record the names of everyone in the room and call the designated emergency contact to report who is in the room with you.
* Listen for an official announcement from school officials via the public address system and stay where you are until you are told all is safe or to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

When a hazardous materials incident is possible:

* Select interior rooms above the ground floor with the fewest windows or vents. The rooms should have adequate space for everyone to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or if the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will work well.
* It is ideal to have a hard-wired telephone in your selected rooms. Call emergency contacts and have the phone available to report a life-threatening condition. Remember that cellular telephone equipment may be overwhelmed or damaged during an emergency.
* Bring everyone into the room. Shut and lock the door.
* Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents in the room.

Local law enforcement and public safety officials will determine whether staff and students remain in the building during the disaster. Once the decision has been made, staff will be given specific directions as to where staff and children should be moved to and the steps to ensure that the relocation environment is free from dangers outside of the building.

## Shelter Procedures

Preparing your school for its role in disaster sheltering should be a joint effort among the school, the community, the local government, and disaster relief agencies.

Plans related to refuge shelter and community shelter procedures should include storing adequate amounts of water, food, and first aid supplies for occupants, as well as plans for providing adequate power (e.g., backup generators and storage of sufficient fuel supply).

MOUs will often cover the following:

* Provision of equipment not available at the school (e.g., cots, blankets)
* Engineering support for facility inspections
* Health Care (nurses/supplies)
* Transportation (buses and paratransit for evacuations)
* Communications/interpreter services and document translations
* Provision of supplies and wrap-around services
* Security
* Portable, accessible hygiene facilities
* Reimbursement

Community members with access or functional needs (e.g., wheelchair users, assistive technology users, those who are power dependent, have dietary restrictions, carry prescriptive medications, etc.) should be considered and addressed to ensure inclusive sheltering operations.

Those responsible for developing these plans and ensuring they are carried out will vary by location and should be identified.

Consider adding any providers of accessible sheltering, transportation, and communication resources to your plan. Backup personnel should also be identified.

All districts should track all expenses incurred, including those related to sheltering and transportation.

## Special Events and Trips

All staff/chaperones are provided with supplemental procedures to ensure accountability during special events/trips.

#### Before Departure:

* The program director must approve all trips. Locations must be safe and age-appropriate. The director will identify an event/trip coordinator who is responsible for all facets of the event/trip activity.
* Teachers will ensure detailed information about the trip is provided to families, including the date, location, time, and transportation plans. All children attending the trip must have a written permission slip on file with their parent/guardian's signature.
* The event/trip coordinator will make alternate arrangements for children not allowed to go on the trip.
* The teacher must always have children's and parents' names, phone numbers, emergency numbers, and a first aid kit with them. An accurate list of children in attendance on the day of the trip must be supplied, and a copy will be left at the school. The teacher should decide how children will be grouped with adults. Adult chaperones must be provided with lists of the children in their care and the telephone number of the school/center.
* Before leaving, the trip coordinator will review the plan with all adults attending the trip and review rules, responsibilities, and emergency procedures, including staff-to-child ratios, safety, trip details, contact/communication tree, and group assignment with a roster. Inform parents/volunteers that they cannot be left alone with any child except their own.

#### During the Trip:

* Children will wear a visible form of identification (e.g., tags or t-shirts) with the program’s name, address, and telephone number.
* Cell phones will be used ***only*** for communication among groups at the event/trip, as well as among and between event/trip attendees and school administrators.
* Teachers and chaperones will:
  + Take attendance before starting an activity or leaving the school.
  + Monitor and retake attendance periodically (determined by the event coordinator, depending on the type of trip).
  + Maintain a trip attendance log.
  + Establish a buddy system.
  + Establish areas of refuge/regrouping, as required.
  + Take attendance before departure from the event and upon returning to the school.

## Tactical Response to Criminal Incidents

Because of the sensitive nature of tactical response plans, they are afforded special protection from disclosure to the public. These plans include elements such as the location of the school and factors to consider, officer responsibilities, equipment, rescue vehicle information, entrance and escape routes with cover and concealment details, scene control and containment, barricades, SWAT arrival, multi-jurisdictional response, and victim rescue and officer down procedures.

[CSB to outline which of these programs are in place]

## Violent Threats or Conduct

[CSB will need to articulate a response procedure related to violent threats. DPrep Safety has existing policies and materials along with trainings on these topics.]

### De-Escalating Problems

The school has a Crisis Intervention Team trained to de-escalate situations that might arise with children or parents. That team consists of the following:

* Nurse
* Psychologist [CSB update]
* Crisis Intervention Specialist [CSB update]

All staff have undergone Crisis Intervention Training.

Should a situation arise in which intervention is required with a student or the parent of a student:

* If it is student-related, the Head of School will be apprised, and they will dispatch the appropriate party to handle the matter.
* If the problem is related to the Afterschool Program, the Coordinator of the After-School Service will be called.
* In the evening, the Manager on Call is the party designed to handle problem de-escalation.

[CSB will need to outline training on this topic related to classroom management that is both developmentally written and trauma-informed. DPrep Safety has existing policies and materials along with training on these topics.]

### Behavioral Threat Assessment and Management

The process of identifying a person of concern, assessing their potential to carry out a homicidal threat, and identifying interviewing strategies to manage that risk.

Threat assessment procedures should include:

1. Identify and report potential threats
2. Information gathering & assessment of threats via a team approach
3. Determination of threat level
4. Intervention
5. Referral and Monitoring

[CSB to outline which of these programs are in place. DPREP Safety has expansive training in K-12 BIT/CARE and Threat assessment if needed.]

## Virus/Illness Transmission

During a pandemic/influenza outbreak, a checklist, resources, and a pandemic plan will include the following elements. Sample policies are available [here](http://www.cde.ca.gov/ls/he/hn/fluinfo.asp) and in the footnote below[[23]](#footnote-23).

#### Physical Distancing:

* A distance of 6 ft. must be maintained among all individuals at all times unless the safety of the core activity requires a shorter distance.
* Acceptable face covering must be worn anytime you are within 6 ft. of another person.
* Prohibit the use of small spaces (e.g., elevators, shared offices) by more than one individual at a time unless all individuals are wearing face coverings.
* Shared workstations are cleaned and disinfected between users.
* Reduce interpersonal contact and congregation through various methods by adjusting our workplace hours, limiting the in-person presence to necessary staff, reducing the on-site workforce, and staggering arrival and departure times to reduce congestion in the lobby area and elevator.
* Mark 6 ft. distance circles around workstations and other common stationary work areas.
* Modify several work areas in high-traffic spaces with sneeze guards.
* Limit the use of shared workstations.
* Limit on-site interaction and movements.
* Signage posted throughout the space, particularly in common areas.

#### Protective Equipment:

* Ensure an adequate supply of face coverings, gloves, disinfectant wipes, face shields, and gowns are available in case of need for replacement.
* Advise staff and visitors to wear face coverings when entering the building and to wear face coverings in common areas, elevators, and lobby areas and when moving around the school.
* Train staff on how to don and discard PPE.

#### Hygiene, Cleaning, and Disinfectant:

* Adhere to CDC and DOH cleaning and disinfectant requirements and maintain cleaning logs on site.
* Maintain hand sanitizer stations throughout the school; hand sanitizer and wipes are available individually for staff.
* Post signs encouraging the use of cleaning and disinfectant supplies before and after the use of shared and frequently touched surfaces, followed by hand hygiene.
* Regularly clean and disinfect high-risk areas used by many individuals and frequently touched surfaces.
* Rigorous cleaning and disinfecting are done 3-4 times per day.

#### Screening:

Screening protocol for staff, students, and visitors is essential to maintaining a safe workplace during a pandemic. During such a time, we ask all employees and visitors to cooperate in following this screening protocol to reduce the transmission of this and other communicable diseases at our various locations.

All staff, children, and/or visitors, upon initial entry to CFSB, must complete the health screening process daily, which is mandated by our oversight agencies and is in accordance with CDC guidelines. The health screening process consists of the following tasks.

* Complete the screening and temperature check at home by the designated time your supervisor and/or agency contact specified and ensure they receive the necessary results.
* Complete the screening questionnaire before entering the site and submit the hard copy upon entering the site.
* Participating in a temperature check before being admitted to the school.
* Screenings will be completed in a designated area on-site near the entrance.
* The Health Monitor (person taking temperature), staff, and students must wear masks at all times during the process.
* The designated Health Monitor will collect the questionnaire at our entry point. The questionnaire will be filed on-site.
* The Health Monitor will check temperatures using an approved thermometer.
* Health Monitor will use agency-approved PPE (gloves, face shield, mask).
* Health Monitor will stand at an arm’s length to take the temperature.
* The thermometer should not touch the person’s forehead. If the device touches the person, the thermometer will be sterilized, and another thermometer will be used.
* If the individual has a temperature above 100.0, the Health Monitor will wait five minutes and then check the temperature again (to rule out a false positive). If the temperature remains above 100.0 on the second check, the program director is notified immediately, and the impacted person will be instructed to wait outside the building until the program supervisor makes a determination.
* The Health Monitor will, in most circumstances, not record the actual temperature reading for privacy reasons but will maintain records (i.e., questionnaire) that confirm individuals were screened and the screening result (i.e., cleared/not cleared).
* However, if someone who enters a site is not cleared, the Health Monitor must note the name and temperature reading on the screening form and submit the form to the program director.

# Instructional Continuity Plan

Continuing the school’s essential functions and providing uninterrupted services during emergencies is critical. A learning continuity and attendance [planning template](https://www.cde.ca.gov/re/lc/learningcontattendplan.asp)[[24]](#footnote-24) and additional continuity planning resources are available from the [Governor’s Office of Emergency Services](https://www.caloes.ca.gov/office-of-the-director/operations/planning-preparedness-prevention/planning-preparedness/continuity-planning/)[[25]](#footnote-25) through these links and footnotes below.

Local educational agencies (LEAs) have many factors to consider when making a school closure decision. First and foremost is the safety of students and staff. LEAs should consider the factors below and any other relevant local conditions or concerns when deciding to close the school.

#### Health and Safety:

* Is access to the school site impeded?
* Will the school be able to provide adequate supervision?
* Is backup power available, and/or does the site have adequate daylight?
* Will the school have safe drinking water and functioning bathrooms?
* Can the site maintain fire and life safety via alarms or backup monitoring?
* Will the school be able to serve meals?
* Will the school maintain student support services (e.g., health and counseling)?

#### Using an Equity Lens:

* Socioeconomically disadvantaged families may not have options for alternate childcare.
* Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences.
* Students receiving free or reduced-price meals may not have a reliable alternate healthy food source.
* Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure.
* Schools provide safe and supportive environments for their students; our vulnerable students rely on them most.

#### Instructional Time:

* Instructional time is foundational to students’ academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure.
* LEAs with a foreseeable loss of instructional time due to a history of school closures should consider adding “built-in emergency” days to the annual school calendar. A template school closure quick reference guide is available at this [link](http://www.cde.ca.gov/fg/it/documents/j13aquickreference.pdf) and through the footnote below.[[26]](#footnote-26)
* Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education [Form J-13A](https://www.cde.ca.gov/fg/aa/pa/j13a.asp) web page.

#### Timing and Communication Plan:

* In deciding to close school, an LEA should balance the desire to provide parents and guardians sufficient notice of a school closure with the potential of prematurely canceling school.
* Encourage families to create contingency plans in the event a school closure materializes.
* Have a plan to communicate regularly with your students, parents/guardians, and employees.

(California Department of Education, 2024c)

Local control funding formula (LCFF) entitlements are largely based on average daily attendance (ADA). LCFF funding for charter schools and school districts should not be significantly impacted at the P-1 and P-2 reporting and apportionment periods due to fire-related closures because school districts and charter schools that closed schools due to fires should reduce their divisors when calculating ADA by the number of days school was not offered.

After the school year ends, LCFF funding will be impacted if charter schools do not offer 175 days of instruction or school districts do not offer 180 days of instruction.

To avoid a loss of funding, charter schools and school districts that offered less than the required instructional days due to the fires should submit a J-13A waiver request to the California Department of Education (CDE) for review and approval. However, there are times when a school would not need to file a Form J-13A for a closure if the school is making up a day of instruction or using a built-in day that has been included in its school calendar.

# Postvention Plans

## After-Action Reviews

Homeland Security (2020) provides an exercise and evaluation program with a framework for after-action reports/improvement plans. Improvement planning is a process by which the areas for improvement following an incident or drill are turned into concrete, measurable corrective actions that strengthen capabilities. In this way, improvement planning activities can help shape a school’s preparedness priorities and support continuous improvement.

The After-Action Review generally includes an incident overview, an analysis of capabilities, and a list of corrective actions. The After-Action Review should include an overview of performance related to each exercise objective and associated capabilities. The ability to communicate evaluation results to stakeholders is crucial.

|  |  |
| --- | --- |
| **Observation Type** | **Description** |
| Strengths | Actions that went exceptionally well, given the circumstances  The impact of positive performance on desired or expected outcomes  Activities that yielded better results than could have been expected |
| Areas for Improvement | Outcomes did not meet expectations or intent  The negative impact of actual performance on desired or expected outcomes  The factors that contributed to the inability to meet critical tasks, capability targets, or desired outcomes |

When organizing your observations:

* Focus on issues that are critical to the success of a mission or represent a trend.
* Observations help guide corrective action planning by focusing time and resources on issues that impact preparedness most.
* If possible, include data on consequences and likelihood of reoccurrences or what would happen if no action were taken.
* Include the observations, but the After-Action Meeting (AAM) will give leadership a chance to organize the observations further and order the development of action plans.

## Students Exposed to Trauma

Schools should plan for how they will be managing the distress that results from exposure to trauma for students. This includes trauma-informed care and may include elements such as psychological first aid, resilience and skill-based training, targeted interventions for trauma, early interventions for trauma, classroom-based strategies, whole-school programming, and community and family support.

[CSB to outline which of these programs are in place. DPREP Safety has several trainings related to trauma-informed practices and postvention work.]

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# Appendix A: Exercise and Drill Training Programming

|  |  |  |  |
| --- | --- | --- | --- |
| **Type/Objective** | **Person Responsible** | **Date** | **Time** |
| Lockdown |  |  |  |
| Multi-option Response |  |  |  |
| Drop-Cover-Hold |  |  |  |
| Shelter-in-place |  |  |  |
| Evacuation |  |  |  |
| Reverse Evacuation |  |  |  |
| Reunification |  |  |  |

# Appendix B: Crime and Hate Data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Crime or Hate-Motivated Incident** | **Victim Characteristics** | **Suspect Characteristics (if known)** | **Actual or Estimated Dollar Loss to the School** |
|  |  |  |  |  |
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# Appendix C: CSSP Overview Checklist

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# Appendix D: Compliance Tool for a Comprehensive School Safety Plan

#### California *Education Code* sections 32280–32289.5

#### Required and Recommended Components for a Comprehensive School Safety Plan

#### Includes Information on AB 452 and SB 906 California *Education Code* 49390-49395

**Note:** This tool is designed to assist schools in developing and updating Comprehensive School Safety Plans (CSSPs). While the use of this tool is optional, it does contain important required legislation that each school, school district, and county office of education (COE) is responsible for. LEAs must comply with required sections of California *Education Code* sections 32280–32289.5 and sections 49390-49395

#### Section 32280

|  |  |  |
| --- | --- | --- |
| **Components** | **Mandate Met**  (date, plan) | **Comments, Suggested Details** (resources, activities, etc.) |
| It is the intent of the Legislature that all school staff be trained on the CSSP | Include date and plan | n/a |

### Section 32281

| **Components** | **Mandate Met**  (date, plan) | **Comments, Suggested Details** (resources, activities, etc. Include planning committee roster) |
| --- | --- | --- |
| **(b)(1)** Plan is written and developed by a school site council (SSC)  **(2)** The SSC may delegate this responsibility to a safety planning committee made up of the principal/designee, a teacher, a parent of child who attends the school, a classified employee, and others, if desired | Include date and plan | Include planning committee roster |
| **(b)(3)** SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP  The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities  **(b)(4)** In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee. | Include date and agencies | n/a3 |

#### Section 32282

| **Components** | **Mandate Met**  (date, plan) | **Comments, Suggested Details** (resources, activities, etc.) |
| --- | --- | --- |
| **(a)** CSSP includes, but is not limited to the following: | n/a | n/a |
| 1. An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included:  * Office Referrals * Attendance rates/School Attendance Review Board * Suspension/Expulsion data * California Healthy Kids Survey * School Improvement Plan * Local law enforcement juvenile crime data * Property Damage data | Include date and plan | Describe the data reviewed and key analysis points, and table of findings  Document how this information was shared with SSC/planning committee |
| **(2)** Appropriate strategies and programs that provide and maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety are identified. These include but are not limited to the following: | Include date and plan | Additional items to consider:  Multi-Disciplinary Threat Assessment Teams |
| **(A)** Child Abuse Reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code. | Include date and plan | Include board policy and site-specific steps |
| **(B)(i)** Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following: | Include date and plan | Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting *California Code of Regulations* |

| **Components** | **Mandate Met**  (date, plan) | **Comments, Suggested Details** (resources, activities, etc.) |
| --- | --- | --- |
| **(I)** Earthquake emergency procedure system that includes:  **(ia)** A school building disaster plan  **Note:** Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school’s needs and circumstances in collaboration with first responders and community partners. These situations may include but are not limited to:  Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors;  Weapons/Assault/Hostage; Explosion; Gas/Fumes  **(ib)** a drop procedure (whereby students and staff take cover). Drop procedure practice must be held once each quarter in elementary and once each semester in secondary schools  **(ic)** protective measures to be taken before, during, and after an earthquake  **(id)** a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures | Include date and plan | Detail response procedures may include:   * Lock Down * Secure School * Active intruder or other threat(s)   Describe information on training and exercise drills |
| **(II)** Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency | Include date and plan | n/a |
| **(C)** Suspension/Expulsion policies and procedures | Include date and plan | Refer to board policy, include site-specific steps, if needed |

| **Components** | **Mandate Met**  (date, plan) | | **Comments, Suggested Details** (resources, activities, etc.) |
| --- | --- | --- | --- |
| **(D)** Procedures to notify teachers of dangerous pupils pursuant to Education Code 49079. | Include date and plan | | Refer to board policy, include site-specific steps, if needed |
| **(E)** Discrimination and Harassment Policy that includes hate crime reporting procedures and policies | Include date and plan | | Include complaint and investigation procedure |
| **(F)** If a Schoolwide Dress Code exists, include prohibition of gang-related apparel | Include date and plan | | n/a |
| **(G)** Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site | n/a | | Reference campus visitor policies. Other items may include but are not limited to: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety |
| **(H)** Maintain a safe and orderly environment conducive to learning at the school | Include date and plan | | n/a |
| **(I)** Rules and procedures on school discipline are established | Include date and plan | | n/a |
| **(J)** Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community  **Note:** Effective January 1, 2019, AB 1747 requires the inclusion of these procedures | n/a | | Consult with local law enforcement partners on developing these procedures |
| **(K)** Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. | Include date and plan | | n/a |
| **(L)** For schools that serve pupils in any of grades 7 to 12, inclusive, a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. | Include date and plan | | n/a |
| **(c)** Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees | Include date and plan | | n/a |
| **(d)** Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented  An updated file of all non-sensitive safety-related plans and materials is readily available for inspection by the public | School must review, update, and adopt by March 1 | | n/a |
| **(e)** The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the CSSP | | Include date and plan | Comments:  The Legislature encourages, and the California Department of Education (CDE) concurs, that these procedures and other related policies be included in the CSSP  Online Bullying Prevention Training Programs can be accessed on the CDE Bullying Publication and Resources web page at [https://www.cde.ca.gov/ls/s](https://www.cde.ca.gov/ls/ss/se/bullyres.asp) [s/se/bullyres.asp](https://www.cde.ca.gov/ls/ss/se/bullyres.asp) |

#### Section 32282.1

|  |  |  |
| --- | --- | --- |
| **Components** | **Recommendation Met** (date, plan) | **Comments, Suggested Details** (resources, activities, etc.) |
| 1. Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):    * Mental health professionals, school counselors    * Community intervention professionals    * School resource officers, police officers on campus 2. The guidelines are encouraged to include strategies that create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time | Include date and plan | Include school counselors, nurses, coaches, athletic directors, and other positions, if used |

#### Section 32284

|  |  |  |
| --- | --- | --- |
| **Components** | **Mandate Met**  (date, plan) | **Comments, Suggested Details** (resources, activities, etc.) |
| Plan **may** include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school | Include date and plan | n/a |

#### Section 32286

|  |  |  |
| --- | --- | --- |
| **Components** | **Mandate Met**  (date, plan) | **Comments, Suggested Details** (resources, activities, etc.) |
| **(a)** Each school review, update, and adopt its plan by March 1, every year | Include date and plan | See Education Code Section 32288 for guidance on school district or COE approval timeline |

#### Section 32288

|  |  |  |
| --- | --- | --- |
| **Components** | **Mandate Met**  (date, plan) | **Comments, Suggested Details** (resources, activities, etc.) |
| **(a)** Submit the plan to school district office or COE for approval | Include date and plan | CDE recommends that the plans be approved within a month of school adoption or as soon as possible |
| **(b)(1)** Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions | Include date, agenda, and supporting communications | See notification requirements in Section 32288(b)(2) and  recommendations in Section 32288(b)(3) |
| **(c)** Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281 | Written notification to State Superintendent | Mail to: CDE--SHSO 1430 N Street  Sacramento, CA 95814  [Email: SHSO@cde.ca.gov](mailto:SHSO@cde.ca.gov) |

#### Section 49390

|  |  |  |
| --- | --- | --- |
| **Components**  (Added by Stats. 2022, Ch. 144, Sec. 1. (SB 906) Effective January 1, 2023.) | **Mandate Met**  (date, plan) | **Comments suggested details** |
|  | n/a | Review definitions to properly implement the required legislation |

#### Section 49392

| **Components** | **Mandate Met**  (date, plan) | **Comments suggested details** |
| --- | --- | --- |
| Local educational agencies serving pupils in kindergarten or any of grades 1 to 12, inclusive, shall, include in the annual notification pursuant to Section 48980, to the parents or guardians of pupils in kindergarten or any of grades 1 to 12, inclusive, information related to the safe storage of firearms. | n/a | n/a |

#### Section 49393

|  |  |  |
| --- | --- | --- |
| **Components**  (Added by Stats. 2022, Ch. 144, Sec. 1. (SB 906) Effective January 1, 2023.) |  |  |
| 1. A school official who is alerted to or observes any threat or perceived threat, as described in subdivision (e) of Section 49390, shall immediately report the threat or perceived threat to law enforcement. The report shall include copies of any documentary or other evidence associated with the threat or perceived threat. | n/a | n/a |

#### Section 49394

|  |  |  |
| --- | --- | --- |
| **Components** | **Date consulted with Law Enforcement** | **Comments Suggestions** |
| Provide support to law enforcement in its investigation and threat assessment. | n/a | n/a |

#### Note:

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| This tool is designed to assist schools in developing and updating CSSPs. Use of this tool is optional. Each school, school district, and COE is responsible for compliance and familiarity with all sections and requirements of California *Education Code* sections 32280–32289.5 and sections 49390-49395.  California Department of Education, May 2024 |

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2. <https://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/California%20School%20Discipline%20Laws%20and%20Regulations.pdf> [↑](#footnote-ref-2)
3. <https://www.cde.ca.gov/ls/ss/se/samplepolicy.asp>. [↑](#footnote-ref-3)
4. <https://www.cde.ca.gov/re/di/eo/documents/crr2324.pdf>. [↑](#footnote-ref-4)
5. [www.cde.ca.gov/ls/mh/suicideprevres.asp](http://www.cde.ca.gov/ls/mh/suicideprevres.asp) [↑](#footnote-ref-5)
6. <https://rtqa-master-www.securly.com/visitor> [↑](#footnote-ref-6)
7. [www.pbis.org](http://www.pbis.org) [↑](#footnote-ref-7)
8. [www.tads.com/resources/guides/key-strategies-for-k-12-retention-and-engagement/](http://www.tads.com/resources/guides/key-strategies-for-k-12-retention-and-engagement/) [↑](#footnote-ref-8)
9. [www.tads.com/resources/guides/key-strategies-for-k-12-retention-and-engagement/](http://www.tads.com/resources/guides/key-strategies-for-k-12-retention-and-engagement/) [↑](#footnote-ref-9)
10. [www.cde.ca.gov/ls/ss/se/restorativepractices.asp](http://www.cde.ca.gov/ls/ss/se/restorativepractices.asp) [↑](#footnote-ref-10)
11. [www.tn.gov/content/dam/tn/education/safety/save-act/Trauma\_Informed\_Drills.pdf](http://www.tn.gov/content/dam/tn/education/safety/save-act/Trauma_Informed_Drills.pdf) [↑](#footnote-ref-11)
12. <http://mandatedreporterca.com/> [↑](#footnote-ref-12)
13. /www.cde.ca.gov/ls/ss/ap/documents/alttrainmandatereporter.pdf [↑](#footnote-ref-13)
14. [www.secretservice.gov/sites/default/files/reports/2020-06/USSS\_NTAC\_Enhancing\_School\_Safety\_Guide\_7.11.18.pdf](http://www.secretservice.gov/sites/default/files/reports/2020-06/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf)

    [www.secretservice.gov/sites/default/files/2020-04/Protecting\_Americas\_Schools.pdf](http://www.secretservice.gov/sites/default/files/2020-04/Protecting_Americas_Schools.pdf) [↑](#footnote-ref-14)
15. https://ww2.arb.ca.gov/california-air-districts [↑](#footnote-ref-15)
16. [www.cde.ca.gov/ls/ep/documents/schlairqualityguide.pdf](http://www.cde.ca.gov/ls/ep/documents/schlairqualityguide.pdf) [↑](#footnote-ref-16)
17. [www.cisa.gov/sites/default/files/2024-04/Bomb%20Threat%20Checklist%20v3.0.pdf](http://www.cisa.gov/sites/default/files/2024-04/Bomb%20Threat%20Checklist%20v3.0.pdf) [↑](#footnote-ref-17)
18. <https://emsa.ca.gov/wp-content/uploads/sites/71/2017/07/EMSC_Interactive_Final.pdf>. [↑](#footnote-ref-18)
19. [www.caloes.ca.gov/wp-content/uploads/Preparedness/Documents/California-Emergency-Management\_A-Guide-for-Districts-and-Sites\_\_Final-05-11-23-2.pdf](http://www.caloes.ca.gov/wp-content/uploads/Preparedness/Documents/California-Emergency-Management_A-Guide-for-Districts-and-Sites__Final-05-11-23-2.pdf) [↑](#footnote-ref-19)
20. [www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf](http://www.cde.ca.gov/ls/ss/cp/documents/crisisrespbox.pdf) [↑](#footnote-ref-20)
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22. <https://iloveuguys.org/The-Standard-Reunification-Method.html#Standard-Reunification-Method> [↑](#footnote-ref-22)
23. [www.cde.ca.gov/ls/he/hn/fluinfo.asp](http://www.cde.ca.gov/ls/he/hn/fluinfo.asp) [↑](#footnote-ref-23)
24. [www.cde.ca.gov/re/lc/learningcontattendplan.asp](http://www.cde.ca.gov/re/lc/learningcontattendplan.asp) [↑](#footnote-ref-24)
25. [www.caloes.ca.gov/office-of-the-director/operations/planning-preparedness-prevention/planning-preparedness/continuity-planning/](http://www.caloes.ca.gov/office-of-the-director/operations/planning-preparedness-prevention/planning-preparedness/continuity-planning/) [↑](#footnote-ref-25)
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