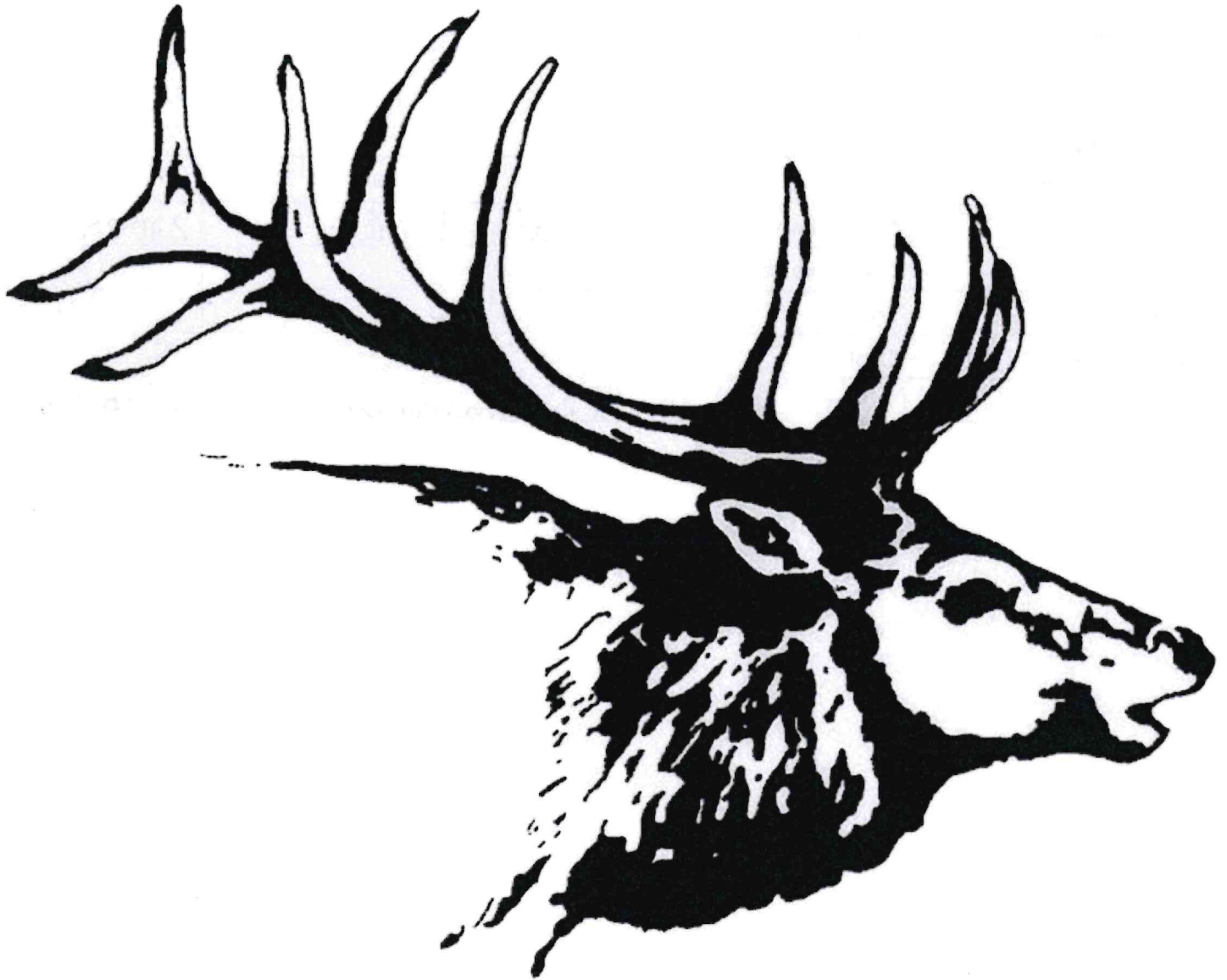


Comprehensive School Safety Plan



**2025-26
School Year**

School: Stony Creek Joint Unified School District
CDS Code: 11 62653 1132109
District: Stony Creek Joint Unified School District
Address: 3430 County Road 309
Elk Creek, CA 95939

Date of Adoption: February 2025

Date of Update: February 2026

Date of Review:

- with Staff March 2026

- with Law Enforcement March 2026

- with Fire Authority March 2026

Approved by:

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Stony Creek Joint Unified School District, located at Elk Creek Jr./Sr. High School, at 3430 County Road 309, Elk Creek, CA 95939 or on the district website at SCJUSD.org.

Safety Plan Vision

1. SCJUSD will provide a safe, orderly, and secure environment conducive to learning.

2. SCJUSD will create and sustain a positive school climate in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. SCJUSD staff will work collaboratively with administrators and the school board to identify, establish and use strategies and programs to comply with school safety laws.
4. SCJUSD will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. SCJUSD will develop an academic program (Positive Behavior Interventions and Supports) that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. SCJUSD will work collaboratively with the elementary, middle school and high school to assist in a smooth transition from one school level to another.
7. SCJUSD will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and school community.

Components of the Comprehensive School Safety Plan (EC 32281)

Stony Creek Joint Unified School District Safety Committee

Superintendent/Principal, Administrative Assistant, Maintenance Lead, Custodial Lead, Cook Lead, Parent, Teacher

Assessment of School Safety

The Safety Committee will regularly visit all areas of the campuses to determine any safety issues and will receive reports from other SCJUSD personnel regarding safety issues. These issues will be responded to promptly.

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

A Safety Committee will be established for each school year, and members will serve for the duration of that school year. The committee members will include an administrator. The committee will also include the district administrative assistant, the Maintenance Lead and Custodial Lead. The administrator may designate the lead position of Safety Officer to any member of the committee.

Scheduled and spontaneous drills are conducted each month of the school year for teachers, staff, and students. Various agencies providing services to the schools are invited to participate in these drills and are both familiarized and expected to follow all SCJUSD emergency drills and safety procedures. Drills are conducted for fires, earthquakes, intruders on campus, and bus safety. Records of all drills are kept accurately and housed in the District Office and are the responsibility of a designated Safety Team led by the Safety Officer.

All safety drills are designed to prepare students, staff and visitors to function safely during an emergency or school crisis situation. Drills are designed to assist students and staff in practicing and following the procedures with the greatest possible speed and safety. Regardless of the prescribed procedures, training, and instruction, we acknowledge that sound judgment of the administration and staff is an integral part of safety and management.

Monthly drills are required of all schools in regard to fire. Earthquake and Intruder drills are mandated periodically throughout the school year. SCJUSD conducts one intruder drill, one earthquake drill and one bus safety drill during each school year. Teachers, staff, and students are trained for all of these potential dangers. In addition, teachers and aides are made aware of current recommended practices in the event of an actual Intruder on Campus event.

Volunteers and parents are informed that a Crisis Plan is on file in the School's District Office. All visitors, service providers and parents are asked to check in with the district office and either sign in or receive acknowledgement of their presence on campus by the administrative assistant or administration.

Our school district has a comprehensive, up-to-date safety plan in place to address a variety of emergency conditions. The plans are reinforced through drills with students and at regular meetings of staff.

Our school disaster plan includes emergency procedures in case of:

- Fire Emergency and Evacuation
- Earthquake
- Flood
- Campus Lock Down
- Chemical/Biological/Hazardous Materials
- High Wind
- Civil Unrest
- Bomb Threats

- Evacuation from Campus
- Medical Emergency
- Aircraft Crash
- Active Shooter

On-going training increases our ability to deal with conflict, anger, and other threats to safety. Our plan stresses prevention; our goal is to be prepared.

Your children are surrounded daily by professionals who have dedicated their lives to helping their students. In the event of an emergency, you can count on these caring individuals to keep your children secure.

In most incidents, public safety and emergency management personnel will play a critical role in identifying the specific nature, cause, and extent of the emergency, as will provide guidance to administrators on the appropriate response steps.

If you have questions about your child's safety and school support responses, please contact your principal. Your understanding, support, and cooperation are vital as we take these precautionary actions on behalf of our students.

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

Child Abuse & Neglect Reporting Procedures & Requirements

All employees of SCJUSD are committed to the health, safety and welfare of all students under our care. All employees are mandated to report all abuse and neglect cases to Child Protective Services (CPS). There is no choice. It is the law. This duty to report is also written on the back of the teacher and administrator credentials. The number for CPS for contact by any SCJUSD is: (530) 934-1429 during regular business hours and (530) 934-6520 (24 hour number).

Mandated Reporters

Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk and to pass this information on to the agencies that can intervene to protect the child. People who must make a Suspected Child Abuse Report include any child care custodian, health practitioner, employee of a child protective agency, child visitation monitor, firefighter, animal control officer, humane society officer, commercial film and photographic print processor, or clergy member, "who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse."

Mandated reporters within the SCJUSD are defined as any of the following:

1. Teacher
2. Instructional aide
3. Teacher's aide or teachers assistant
4. Classified employee
5. Certificated employee
6. Administrator
7. Coach
8. Supervisor of child welfare and attendance
9. Any employee whose duties require direct contact and supervision of children

Reporting Responsibilities

Any mandated reporter, who within the scope of his or her employment observes a child who he or she suspects has been the victim of child abuse or neglect, shall report the suspected incident to Glenn County Child Protective Services by telephone immediately. A "Suspected Child Abuse Report Form" SS 8572 (see appendices), shall be prepared and forwarded to Child Protective Services within 36 hours. This form is available in the main office. A mandated reporter must complete and submit the form even if some of the requested information is not known. (PC Section 11167(a).)

Mandated reporters MUST:

- Notify a school administrator if there is reasonable suspicion of abuse or neglect resulting in a CPS report.
- Call CPS and make a report with the agency immediately or as soon as possible.
- Fax the CPS report and receive confirmation of transmission within 36 hours.
- Mail the reporting form to the specified address if there is no confirmation of fax being received.

Child Abuse

Is the willful infliction of cruel or inhumane corporal punishment or injury resulting in a traumatic physical condition, or: physical abuse inflicted by other than accidental means, or: sexual abuse or sexual exploitation of a child.

Sexual Abuse: including both sexual assault and sexual exploitation. Sexual assault includes sex acts with children, intentional masturbation in the presence of children, and child molestation. (PC 11165.1)

Physical Abuse: inflicted by other than accidental means on a child. (PC 11165.6)

Sexual Exploitation- Including preparing, selling or distributing pornographic materials involving children, performances involving obscene sexual conduct and child prostitution. (PC 1116.1)

Child Neglect

"Child neglect" is described as the negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances that indicate harm or threatened harm to the child's health and welfare. The term includes both acts and omissions on the part of the responsible person.

Severe Neglect is defined as negligent failure to protect a child from severe malnutrition and/or medically diagnosed failure to thrive or intentional failure to provide food, clothing, shelter or medical care.

General Neglect- Negligent failure to provide adequate food, clothing, shelter, medical care or supervision where no physical injury has occurred. (PC 11165.2)

Willful Cruelty or Unjustifiable Punishment

Any person willfully causes or permits any child to suffer or inflicts unjustifiable physical pain or mental suffering, or any person having care or custody of child willfully causing or permitting the health of a child to be placed in a position where the health of a child is endangered. (PC 11165.3) Unlawful corporal punishment or injury is willful infliction of cruel or inhumane corporal punishment or injury resulting in a traumatic physical condition. (PC 11165.4)

Penal Code Section 11164 – 11174.3

This law shall be known as the Child Abuse and Neglect Reporting Act. The intent and purpose of this law is to protect children from abuse and neglect. In any investigation of suspected child abuse or neglect, all persons involved in the investigation shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child. A "child" means any person under the age of eighteen years of age.

Where and How to Report

Glenn County Child Protective Services – (530) 934-6520 24 hour number

FAX: (530) 934-6688 Mail: P.O. Box 611 Willows, CA 95988

If there is immediate risk, contact the Glenn County Sheriff's Department (530) 865-1616 or (530) 934-6431 or 911.

Visit this web site <http://www.safestate.org/> for more information.

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

Disaster Plan

NOTE: See specific procedures for various emergencies in Appendices

Disaster Response Procedures

FIRE SAFETY & EMERGENCY EVACUATION PLAN

*** All public employees are disaster service workers subject to assignment to them by their superiors or by law. ***

Upon discovery of fire or smoke:

1. Sound the building's fire alarm. This is done by pulling the nearest fire alarm station. If no fire alarm pull station is close, call the main office.
2. Evacuate students and staff according to routes posted in the classroom.
3. Close and lock all classroom and office doors once the staff has verified that the room is vacant.
4. Teachers shall take the emergency evacuation plan folder and safety bag with them to the staging areas and account for all students. Immediately report any missing student to administration. The folder contains red, yellow and green cards that the teacher should use to indicate:
 GREEN—all students accounted for and safe
 YELLOW—additional student(s) other than in the class with the teacher
 RED—unaccounted for and/or injured student(s)
5. Office staff will call the fire department by dialing 911. Office staff will also bring the student sign in/out sheet and the visitors sign in/out sheet with them to the staging area to be sure everyone is accounted for.
6. Building re-entry may occur only when authorized fire official in charge has determined that no emergency exists.
7. **DO NOT PANIC.** Advise students that the fire plan is in operation and remain calm. Your confidence and judgment is extremely important and will prevent panic.

Fire Drills

1. Always take school fire drills seriously and evacuate the school when the alarm sounds.
2. During fire and all other safety drills, stress to students the importance of compliance and attention to adults.
3. Hold fire drills on a monthly basis. Have the initial fire drill for the school year in early September.
4. Ensure that school employees know how to evacuate their work areas and perform their fire drill duties in an emergency.
5. Always sound the alarm at the first sign of smoke or fire.
6. Be familiar with the location of the nearest fire alarm and extinguisher.
7. Learn how to operate fire extinguishers, fire blankets and fire hoses. Your fire department is available to provide instructions and demonstrations.

Laboratory/Storage

1. Store flammable liquids properly and dispense them from an approved safety container.
2. Avoid storing incompatible chemicals next to each other as interaction may occur and cause a fire or explosion.
3. Survey chemicals annually and properly discard any that are obsolete or show signs of decomposition.
4. Order and store the minimum supply necessary.
5. Clean up spills immediately.
6. Repair all electrical hazards and avoid overloading outlets.
7. Dispose of rubbish regularly and in a proper manner.
8. Keep Material Safety Data Sheets up-to-date and readily available.

Classrooms

1. Keep combustible material away from heaters.
2. Avoid portable heaters.
3. Clearly mark the evacuation map and place it adjacent to the classroom door.
4. Check electrical appliances and cords regularly and disconnect appliances where practical.
5. Keep all doorways clear.
6. Dispose of rubbish daily.
7. Discard excess paper, cardboard, old text-books and magazines periodically.
8. Keep fire extinguishers clear from any and all obstructions.

Kitchen/Cafeteria

1. Keep all cooking equipment, hoods, filters and ducts free of grease accumulation.
2. Clean up spills immediately.
3. Do not allow garbage to accumulate.
4. Regularly clean lint traps on dryers and filters on vents, fans and air conditioners.

Maintenance and Storage

1. Electrical outlets and frayed cords can cause burns and shock. Avoid overloading outlets and use approved extension cords only on a temporary basis.
2. Secure compressed gas cylinders in an upright position. Avoid dropping, rolling or knocking them together.
3. Never weld in areas where combustible material is stored.
4. Keep work area clean and check daily for fire hazards.
5. Provide suitable waste cans for disposal of oil soaked and paint rags.
6. Use safety cans for storing and dispensing small amounts of flammable liquids.

7. Ensure good ventilation for painting operations and a regular routine for cleaning up overspray residues.
8. Supply suitable and easily accessible fire extinguishers.
9. DO NOT store combustibles in boiler rooms, furnace rooms or electrical rooms.
10. Service heating equipment annually and check units regularly to make sure they are in proper working condition.

Office and Supplies Storage

1. Avoid overloading electrical outlets and keep wiring away from doorways, windows or under carpeting.
2. Carefully store and handle cleaning compounds and polishes, and be aware that they often give off flammable vapors.
3. Maintain general order and cleanliness in storage rooms.

Halls and Doorways

1. Identify exits with exit signs and keep them unobstructed.
2. Avoid wedging open hallway doors.
3. Check emergency lighting every month to ensure it is in proper working order.
4. Test fire doors regularly to make certain that the doors do not jam and that the hardware is not detached.

Evacuation

1. Upon activation of the fire alarm or discovery of smoke or fire, all persons shall evacuate in accordance with the fire evacuation plan.

Evacuation of Disabled

1. Upon activation of the fire alarm system, disabled persons are to be moved outside. If possible, they will remain with the class they were with when the alarm sounded. If not, then they will be moved to designated locations and placed under the supervision of administrative support team members.
2. The following areas are designated as staging areas for any disabled students needing assistance:
 - Elk Creek High School—Football field
 - Elk Creek Elementary and Jr. High Classroom—South east parking lot
 - Indian Valley Elementary—Front lawn near the flagpole

Personnel Responsibilities

1. Teachers

- Review evacuation plan at beginning of school year with students.
- Signal the students to evacuate upon hearing the fire alarm or seeing smoke or fire.
- Carry class Emergency Evacuation Plan Folder with for student accountability during all emergencies and drills.
- Carry the Safety Backpack for all emergencies and drills.
- Close and lock doors to classrooms or offices upon evacuating and confirming that room is vacant.
- Ensure that all students are evacuated (you may need to check restrooms and other contiguous rooms).
- Assemble at designated point outside the building.
- Account for all students.
- Report any missing students to Administration or Emergency Personnel using cards to communicate:
- GREEN—All students accounted for and with teacher
- YELLOW—Additional student(s) with teacher but not from that class.
- RED—Injured or missing student(s).

2. Principal / Administrator

- Ensure activation of alarm.
- Ensure evacuation of students and staff.
- Ensure the staff is following the fire safety and evacuation plans properly.

3. Office Personnel

- Ensure notification of fire department.
- Advise the following of the situation (as circumstances permit): Superintendent/Principal
- Remain in the office (if possible) to coordinate communications with essential personnel.

4. Custodian, Maintenance & Cook

- Determine location of incident (from fire alarm system).
- Meet fire department at nearest entrance to direct them to the fire.

- Act as liaison with fire department.
- Sweep campus to ensure all students are evacuated safely.
- Provide access to all areas for firefighters.

LOCKDOWN PROCEDURES

1. A GREEN, YELLOW, RED system will be used to indicate the degree of a lockdown procedure. The colors designate the following: GREEN-All clear. No threat. Normal Routine and Instruction. Regularly review and practice safety procedures. Stress important of compliance in an emergency. Be alert.

YELLOW-Caution. Classrooms locked. Teaching continues. All students inside and area inspected prior to student movement. Be alert for further information.

RED-Urgent Immediate Threat Potential. Silence, students and teachers in rooms, lock doors, lights out, students under desks or hidden. Wait for further instructions. Open door only to known safety personnel.

2. Parents will be informed through text using the emergency management system if a YELLOW or RED lockdown occurs and also when it ends.

Adaptations for Students with Disabilities

Students with disabilities will be assisted by a staff member.

Public Agency Use of School Buildings for Emergency Shelters

The American Red Cross has been provided with information and permission to use the school facilities in the case of a natural disaster or other disaster in the area. Please contact the American Red Cross for further information at the Willows Red Cross at (530) 673-1460 or the Chico Red Cross at (530) 891-0885.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion Policies

Pursuant to Education Code Section 48900 et seq.

The SCJUSD Safety Committee and all school staff will know and adhere to the following Board Policies in order to promote a safe learning environment.

Discipline of Students

The Governing Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment that reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to becoming self-directed individuals.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Support services are available, but students and parents must understand that for continued violation of school rules, or for certain major offences (usually related to violence), inadequate attendance, or failure to progress academically, the student may be transferred involuntarily to an alternative education program such as an opportunities class, Community Day School or Independent Study. Corporal punishment shall not be used, but the use of reasonable and necessary force by an employee to protect themselves or other students or to prevent damage to district property shall not be considered corporal punishment. The District addresses student discipline issues in a manner compliant with AB 420, Sec. 48900 and does not suspend students in kindergarten through 3rd grade for "willful defiance" nor does the District expel students in K-12 grades for "willful defiance." The District has adopted Positive Behavior Incentives and Support (PBIS) as their primary discipline program.

Suspension and Expulsion

Students may be subject to suspension and/or expulsion and/or arrest for committing any of the acts listed below (or any other pertinent education codes not listed):

1. EC 48900 (a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2. EC 48900 (a2) Willfully used force or violence upon the person of another, except in self-defense.
3. EC 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.

4. EC 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. EC 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. EC 48900 (e) Committed or attempted to commit robbery or extortion.
7. EC 48900 (f) Caused or attempted to cause damage to school property or private property.
8. EC 48900 (g) Stolen or attempted to steal school property or private property.
9. EC 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
10. EC 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
11. EC 48900 (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
12. EC 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. EC 48900 (l) Knowingly received stolen school property or private property.
14. EC 48900 (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm.
15. EC 48900 (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
16. EC 48900 (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. EC 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. EC 48900 (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. EC 48900 (r) Cyber bullying
20. EC 48900 (s) A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person
21. EC 48900.2 - Committed sexual harassment as defined in Section 212.5.
22. EC 48900.3 - Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
23. EC 48900.4. - Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that disrupts class work, creates substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
24. EC 48900.7. - Has made terroristic threats against school officials or school property, or both.

A student may be suspended or expelled (and face arrest) for any of the acts listed above (as well as other board policy and/or administrative regulations) if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off school campus.
4. During, going to, or coming from a school activity.

Harassment, Discrimination, Bullying

Our school is determined to provide all students an environment free from harassment, discrimination, bullying, and hazing. This includes but is not limited to: harassment of any grade level or age of students, ethnic group, religion, gender, color, race, sexual orientation, national origin and physical or mental disability. The Governing Board and education code 48900 prohibits the intimidation, harassment, hazing or retaliatory behavior against any group or individual student. Students who harass, bully, or haze other students shall be subject to appropriate school discipline, up to and including suspension/expulsion, and may be liable for damages in private legal action. Students who intimidate or threaten a witness (a potential felony) face suspension and possible arrest. Any student who feels that she/he is being intimidated, sexually harassed, bullied, hazed or discriminated against in any way must IMMEDIATELY tell a teacher, administrator or any school personnel.

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

Procedures for Notifying Teachers of Dangerous Pupils

Pursuant to Education Code Section 49079

- The administration shall inform all applicable staff and faculty that a student has committed a crime or is a suspect of committing a misdemeanor or an offense where there is a reason to believe that the safety of other school community members is a concern.
- The notification will be made in writing as soon as a school official is made aware of the crime committed by the student.
- When available – an officer from the Glenn County Sheriff's Department or Colusa County Sheriff's Department may assist the administration with the communication to staff members and to develop a plan if the criminal behavior is repeated on campus or to establish safeguards to prevent harm to others if applicable.

49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. 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 pupil described in this section.

(b) A school district, or school district officer or employee, is not 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 or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have 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.

Administration shall notify the SCJUSD staff on the in-service day at the beginning of each school year then, by presenting them with written notification, which contained the student's name, violation and a description of the violation. Updates are given to staff throughout the year pursuant to the aforementioned statute.

Administration shall notify the SCJUSD staff on the in-service day at the beginning of the school year then, by presenting them with written notification, which contains the student's name, violation and a description of the violation. Updates are given to staff throughout the year pursuant to the aforementioned statute.

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

Sexual Harassment Policy

A detailed description of the consequences for violation of this policy is available in the Stony Creek Joint Unified School District Handbook, which is sent to all parents/guardians of each student at the beginning of every school year.

Pursuant to Education Code Section 212.6(b)

Anyone (students, staff or school visitors) should report sexual harassment to a SCJUSD Administrator immediately.

The report will remain confidential. There should be no fear in reporting an incident. A school administrator will explain the Stony Creek Joint Unified School District Sexual Harassment Policy and immediately initiate appropriate actions as prescribed by law.

State of California Education Code Definition

212.5. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or

progress. (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual. (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment. (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual Harassment Complaints

Board policy 4119.11 (a) instructs any employee who feels that he/she has been sexually harassed or has knowledge of any sexual harassment against any employee, job applicant, or student to immediately report the incident to his/her supervisor or Superintendent. The employee may bypass the Superintendent if he/she is the subject of the complaint.

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

A detailed description of the school dress code is available in the Stony Creek Joint Unified School District Handbook, which is sent to all parents/guardians of each student at the beginning of every school year.

Information about clothing associated with gang affiliation is excerpted here:

School-wide Dress Codes Prohibiting Gang-Related Apparel (Pursuant to Education Code Section 35183)

Dress Related to Gang Attire/Clothing, Etc.

No gang-related colors, symbols, or paraphernalia may be worn. The Governing Board finds that street gangs, which initiate or advocate activities, which threaten the safety, and well being of persons or property are harmful to the educational process. Students participating in any type of gang display or activity are directly creating an unsafe environment to other students who must come to school according to California State law. Throwing signs, using hand signals, gang style clothes (i.e.: smile now cry later), displayed numbers, jewelry, accessories, books, shoestrings, buttons, belts/buckles or manner of grooming which implies a membership in a gang creates a danger to other students and is prohibited on campus. Any incidents involving initiations, hazing, intimidations or gang related activities of such group affiliations would be investigated, and appropriate disciplinary action (including arrest) will be taken.

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

Procedures for Safe Ingress to, and Egress from, All Stony Creek Joint Unified School District Schools:

All visitors must check into the office upon arrival. All students must be signed out. Only persons registered through their enrollment packet will be allowed to sign out students.

Important Anyone not properly checked in must return to the office and do so. Any person who refuses to comply with this procedure may be subject to loss of visitation privileges or prosecution under subsections of California Penal Code 626. All staff are strongly encouraged to greet visitors at any of the school sites and ask their names and purpose for being on campus if they are not familiar with the visitor.

Visitors to Elk Creek High School must check in through the District/High School Office located at 3430 County Road 309, Elk Creek, CA 95939. Students who leave school must be signed out.

Visitors to Elk Creek Elementary School, which is located at 300 County Road 309, Elk Creek, CA 95939, must check in through the main doors and stop at the counter and desk located directly inside the doors to the left. Students must be signed in if tardy and signed out if leaving before the end of the school day. Only adults listed on each student's emergency card may sign out a student.

Visitors to Indian Valley Elementary School, which is located at 5180 Lodoga Stonyford Rd, Stonyford, CA 95979, must check in through the classroom. The door is locked and a visitor must knock to gain entry. The Teacher or Aide will be present, and students

must be signed in if tardy and signed out if leaving before the end of the school day. Only adults listed on each student's emergency card may sign out a student.

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

Goal

A safe and orderly school environment conducive to learning.

Component:

Overall Student and Staff Safety

Element:

Response to injury.

Opportunity for Improvement:

Improve response from staff during an injury.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Train safety staff in use of first aid/AED.	Organize training.	Local volunteer fire department	Superintendent/Principal	Ongoing.
Inform parents of need for current phone numbers.	Inform at Grindstone Parent Advisory Committee (GPAC) meeting and add to Handbook. Use ParentSquare.	Handbook and attendance at GPAC. ParentSquare.	Superintendent/Principal &/or Safety Lead.	Ongoing.

Goal

Increase student safety on school field trips

Component:

Overall student and staff safety

Element:

Ensuring safe environment

Opportunity for Improvement:

Increase transparency of student location on field trips/off-campus.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase transparency of student location on field trips.	1. Revise field trip packet 2. Revive field trip permission slips 3. Retrain staff on field trip protocols. 4. Look into sharing GPS locations with families-legal considerations.	Legal Counsel	Superintendent/Principal & District Manager	In progress.

Goal

Increase awareness of student safety on District transportation.

Component:

Overall Student and Staff Safety

Element:

Ensuring safe transportation.

Opportunity for Improvement:

Bus/van surveillance systems are non-operational/non-existent on district vehicles.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create policy that students are only to ride in district vehicles.	Work with the board to create policy. Inform staff.	School board, GSRMA	Superintendent/Principal	Completed.
Replace surveillance systems in buses and vans.	Work with board on new policy. Pilot 3 Samsara camera systems. Install systems on all district vehicles. Train employees.	Samsara	Superintendent/Principal	In progress. Policy is complete. Pilot is complete. Cameras are on order.

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

Stony Creek Joint Unified School District Student Conduct Code

Stony Creek Joint Unified School District utilizes Positive Behavioral Interventions and Supports (PBIS) as its framework for student discipline and behavior support. PBIS emphasizes prevention, instruction, and positive reinforcement while providing appropriate interventions when behavior does not meet expectations. Students are taught and encouraged to follow the district's HERD values: Honesty, Empathy, Respect, and Determination, which guide behavior across all school settings. Behavior expectations for both Elk Creek Elementary School (TK–8) and Elk Creek High School (9–12) are clearly defined through school-wide expectation matrices that outline appropriate conduct in classrooms, hallways, restrooms, playgrounds, transportation, assemblies, and school events.

Conduct Code Procedures

Stony Creek Joint Unified School District is committed to maintaining a safe, caring, and orderly learning environment that supports the physical, emotional, and academic well-being of all students. Clear expectations for student behavior and consistent, fair disciplinary procedures are essential components of school safety.

Each year, all students, parents/guardians, and staff are provided with the Stony Creek Joint Unified School District Parent/Student Handbook, which clearly outlines student conduct expectations, discipline rules, and consequences related directly to school safety. These expectations apply to all school-related activities, including time spent on campus, traveling to and from school, during lunch periods, and while attending school-sponsored events.

Progressive Discipline and Consequences

Discipline at Stony Creek Joint Unified School District is progressive, fair, and applied consistently, taking into account the severity of the behavior, student age, prior incidents, and safety considerations. Whenever possible, corrective actions are designed to be instructional and restorative rather than punitive. Staff and administration address student behavior using a tiered response system, consistent with California Education Code sections 48900–48915, and district policy.

Progressive Discipline Framework

Possible disciplinary actions include, but are not limited to:

- a. Verbal warning and redirection by staff, with documentation as appropriate.
- b. Parent/guardian contact and student-teacher or administrator conference.
- c. Classroom suspension or short-term removal from class with supervised alternative placement, during which the student completes assigned academic work.
- d. In-School Suspension, supervised by administration, with required completion of academic assignments and possible campus-based service activities. Parent/guardian is notified.
- e. Out-of-School Suspension, with parent/guardian contact and written notice provided, consistent with Education Code requirements.
- f. Out-of-School Suspension with mandatory parent/guardian conference, and referral to additional supports such as a Student Study Team (SST), counseling services, or behavior contracts when appropriate.
- g. Referral to law enforcement or appropriate authorities when a student's behavior involves illegal activity, weapons, controlled substances, threats, or other actions requiring mandatory reporting under California Education Code or Penal Code provisions.

Serious Infractions and Mandatory Actions

Certain behaviors—including violence, possession of weapons, controlled substances, harassment, bullying, sexual misconduct, or terroristic threats—may result in immediate suspension, recommendation for expulsion, and/or law enforcement involvement, as required by Education Code sections 48900, 48915, and 48900.

Parent and Guardian Involvement

Parents and guardians are considered essential partners in maintaining school safety. Families are notified promptly of serious disciplinary incidents and are encouraged to work collaboratively with school staff to support student behavior improvement and safety planning.

Alignment With School Safety Planning

These discipline rules and procedures are integral to the district's Comprehensive School Safety Plan and support a proactive approach to preventing unsafe behavior, responding effectively to incidents, and ensuring a secure learning environment for all students.

(K) Hate Crime Reporting Procedures and Policies

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity,

nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Reporting procedures:

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the principal or designee. The principal or designee shall notify law enforcement if it is determined that a hate-motivated crime occurred.
3. The superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

California Ed. Code 49079:

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. 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 pupil described in this section.
- (b) A school district, or school district officer or employee, is not 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 or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have 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.
- (d) For the 1994-95 school years, the information provided shall be from the previous two school years. For the 1996-97 school years and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(J) Procedures to Prepare for Active Shooters

I. Prevention and Preparedness

SCJUSD implements proactive measures to reduce the likelihood of an active shooter incident:

Regular Threat Assessments:

Conduct campus security evaluations in collaboration with local law enforcement.

Identify and address vulnerabilities, such as unlocked doors or inadequate security cameras.

Staff and Student Training:

Annual training for all staff on emergency response procedures, including active shooter drills.

Age-appropriate instruction for students on safety measures, situational awareness, and lockdown procedures.

Emergency Communication Systems:

Maintain updated emergency contact lists for staff, law enforcement, and first responders.

Utilize mass notification systems (e.g., PA system, text alerts, email notifications) to quickly disseminate emergency messages.

School Access Control:

Require all visitors to check in at designated entry points.

Implement identification badges for staff and students.

Secure exterior doors during school hours.

II. Response Procedures During an Active Shooter Incident

When an active shooter is reported or identified on campus, SCJUSD follows the "Run, Hide, Fight" protocol recommended by DHS:

Run (Evacuate if Possible)

If a safe escape route exists, evacuate the building immediately.

Leave belongings behind and keep hands visible.

Assist others in escaping if possible but do not endanger yourself.

Hide (Lockdown if Evacuation is Not Possible)

Lock classroom doors, turn off lights, and close blinds.

Stay silent, silence cell phones, and remain out of sight.

Barricade doors with heavy furniture if necessary.

Fight (As a Last Resort)

If confronted by the shooter, use improvised weapons (e.g., chairs, fire extinguishers) to disarm and subdue the attacker.

Act aggressively and commit to stopping the threat.

III. Post-Incident Recovery and Support

After an active shooter incident, SCJUSD prioritizes the well-being of students, staff, and families through:

Reunification Plan:

Establish a designated reunification site for students and families.

Coordinate with law enforcement for orderly student release.

Crisis Counseling Services:

Provide mental health support and counseling for students and staff.

Offer debriefing sessions with crisis response teams.

Incident Review and Policy Updates:

Conduct a post-incident analysis with local law enforcement.

Update safety protocols based on lessons learned.

Procedures for Preventing Acts of Bullying and Cyber-bullying

I. Prevention Strategies

Positive Behavioral Interventions and Supports (PBIS):

SCJUSD implements a district-wide PBIS framework to promote positive behavior, social-emotional learning, and a culture of respect.

Staff provide explicit instruction on expected behaviors, reinforcing kindness, inclusivity, and digital responsibility.

The district uses tiered interventions to address inappropriate behaviors before they escalate.

Digital Safety & Monitoring – GoGuardian and Beacon:

SCJUSD utilizes GoGuardian to monitor student activity on district devices and identify potential concerns related to cyberbullying, inappropriate content, and online safety threats.

GoGuardian Beacon is deployed to detect signs of self-harm, bullying, and threats by analyzing online searches and messages, allowing early intervention by school staff.

Anti-Bullying Education & Training:

All students receive annual instruction on bullying prevention, digital citizenship, and responsible online behavior.

Teachers and staff undergo annual training on identifying, addressing, and reporting bullying incidents.

Parent workshops provide families with strategies to recognize and prevent cyberbullying at home.

II. Reporting and Intervention Procedures

Anonymous Reporting & Immediate Response:

SCJUSD provides anonymous reporting systems for students, staff, and families to report bullying and cyberbullying incidents.

School administrators promptly investigate all reports, ensuring confidentiality and swift action.

Restorative Practices & Disciplinary Actions:

The district emphasizes restorative justice practices to repair harm and restore relationships between students involved in bullying incidents.

Consequences for bullying and cyberbullying may include mediation, behavioral contracts, parent meetings, and disciplinary measures in accordance with district policies.

Mental Health Support & Counseling Services:

SCJUSD provides counseling and intervention services for victims and perpetrators of bullying. School staff conduct follow-ups with affected students to ensure continued safety and well-being.

III. Ongoing Evaluation & Policy Updates

SCJUSD regularly reviews bullying prevention programs and digital monitoring tools to improve effectiveness.

The district collaborates with law enforcement, mental health professionals, and community organizations to stay updated on best practices.

Updates to policies are communicated to students, staff, and families to reinforce expectations and responsibilities.

Opioid Prevention and Life-Saving Response Procedures

I. Prevention Strategies

Opioid Awareness Education:

SCJUSD integrates opioid prevention education into health curriculum and student wellness programs, focusing on:

The dangers of opioid misuse, fentanyl exposure, and prescription drug abuse.

Safe medication practices and the risks of counterfeit drugs.

Resources for students seeking help for substance abuse or mental health concerns.

Parents are provided informational sessions and resources on recognizing the signs of opioid use and overdose.

Schoolwide Awareness Campaigns:

SCJUSD participates in Red Ribbon Week and other initiatives promoting drug-free lifestyles.

Posters, digital media, and student-led projects raise awareness about opioid dangers and available support services.

Partnerships & Counseling Support:

The district collaborates with local health agencies, law enforcement, and community organizations to provide early intervention services and counseling for students at risk of substance abuse.

School counselors and mental health staff are trained to identify and support students experiencing substance use issues.

II. Life-Saving Response Procedures

SCJUSD follows California Department of Public Health (CDPH) and California Department of Education (CDE) guidelines for responding to opioid overdoses.

Naloxone (Narcan) Availability at All School Sites:

Each SCJUSD school site is equipped with Narcan (naloxone), a life-saving medication that reverses opioid overdoses.

Narcan is stored in easily accessible locations such as the nurse's office, main office, and with designated trained staff.

Staff Training on Overdose Identification & Narcan Administration:

All SCJUSD staff members receive annual training on:

Recognizing signs of an opioid overdose, including:

Slow or no breathing

Unconsciousness or inability to wake up

Blue or grayish skin, lips, or fingernails

Pinpoint pupils

Administering Narcan nasal spray safely and effectively.

Calling 911 and providing emergency support until medical personnel arrive.

Training is reinforced through periodic drills and refresher courses.

Emergency Response Protocol:

Step 1: Immediately assess the individual for signs of overdose.

Step 2: Call 911 and notify the site administrator.

Step 3: If an overdose is suspected, administer Narcan nasal spray as trained.

Step 4: Monitor the individual and provide rescue breathing or CPR if needed.

Step 5: Upon EMS arrival, provide details on Narcan administration and observed symptoms.

Step 6: Contact parent/guardian and document the incident per district policy.

III. Post-Incident Support & Policy Review

Follow-Up Care & Support Services:

Students involved in opioid-related incidents receive confidential support from school counselors and referrals to substance abuse

services.

Parents/guardians are provided with resources on addiction treatment and prevention.

Ongoing Policy Review & Improvement:

The district regularly reviews opioid prevention protocols and updates procedures based on public health guidance.

Staff receive annual training updates to reflect emerging drug trends and best practices.

Response Procedures for Dangerous, Violent, or Unlawful Activities

I. Prevention and Preparedness

Campus Security Measures:

All school sites maintain secure access points, with locked external doors and required visitor check-ins.

Security cameras are installed in key locations to monitor activity.

Staff conduct regular campus safety assessments in partnership with law enforcement.

Behavioral Threat Assessments & Early Intervention:

SCJUSD uses a Threat Assessment Team (TAT) to evaluate and address potential threats of violence before they escalate.

The district encourages students and staff to report concerning behaviors through anonymous reporting systems.

Staff and Student Training:

Staff receive annual training on identifying warning signs of violence, de-escalation techniques, and emergency response procedures.

Students participate in conflict resolution programs and anti-violence education to promote a culture of respect and non-violence.

II. Response Procedures for Dangerous, Violent, or Unlawful Activities

When a dangerous, violent, or unlawful situation arises, SCJUSD follows the Standard Response Protocol (SRP), in coordination with law enforcement and emergency services.

Immediate Actions:

If a violent or unlawful act occurs on campus:

Staff immediately contact the school administrator and dial 911 if there is an immediate threat.

The administrator initiates emergency protocols, including lockdown, hold, or evacuation as necessary.

If a weapon is involved, staff follow Run, Hide, Fight procedures to ensure student safety.

If a violent or unlawful act occurs near the school:

The school may initiate a Secure Campus (formerly known as "Lockout"), keeping all doors locked while continuing normal activities inside.

Law enforcement is contacted immediately, and updates are communicated to staff.

Lockdown Procedure (When Violence is On Campus):

Announcement: The administrator will issue a lockdown order using PA systems or emergency notification systems.

Classroom & Office Actions:

Lock doors, turn off lights, close blinds, and move students away from windows and doors.

Maintain silence; do not open doors until law enforcement clears the area.

Communication:

Staff report injuries or suspicious activity via emergency communication channels.

Updates will be sent through district-approved communication methods (e.g., text alerts, emails, phone calls).

Evacuation (When Necessary):

If directed by emergency personnel, staff and students will evacuate to a designated safe location.

Teachers take student rosters and account for all students at the evacuation site.

Reunification procedures will be activated to release students to parents/guardians in an orderly and documented manner.

Law Enforcement Coordination:

The district maintains close partnerships with local law enforcement for immediate response support.

Upon arrival, law enforcement will assume control of the situation, and staff will follow all instructions.

III. Post-Incident Procedures

Student and Staff Support:

Counselors and crisis response teams provide mental health support for those affected.

Staff hold debrief meetings to assess the effectiveness of the response.

Incident Review & Policy Updates:

A post-incident review is conducted with school leadership, law enforcement, and emergency responders.

Safety policies and procedures are updated based on lessons learned.

Parental Communication & Community Engagement:

Parents receive timely updates through the district's emergency notification system.

Community forums may be held to discuss ongoing safety measures and prevention strategies.

Instructional Continuity Plan

I. Plan Activation & Communication

Triggers for Plan Activation:

Natural disasters (wildfires, earthquakes, floods)

Public health emergencies (pandemics, disease outbreaks)

Safety threats (active shooter situations, community unrest)

Facility-related emergencies (power outages, structural damage)

Communication with Families & Staff:

SCJUSD will use multiple communication platforms, including:

District website & social media

Email & text notifications

Phone calls & automated messaging systems

Regular updates will be provided regarding school status, instructional expectations, and available resources.

II. Instructional Models

SCJUSD is prepared to seamlessly transition between the following instructional models based on the nature of the disruption:

In-Person Learning (Traditional Model)

Standard classroom instruction with physical attendance.

Use of digital learning tools (Google Classroom, GoGuardian, Zoom) to supplement lessons.

Hybrid Learning (Blended Model)

Combination of in-person and remote instruction for students in case of partial closures or staggered schedules.

Teachers will provide synchronous and asynchronous lessons to ensure continuity.

Remote Learning (Full Distance Model)

In the event of full school closures, all instruction shifts to virtual platforms.

Students access lessons via Google Classroom, Zoom, and online learning portals.

Teachers maintain live interaction schedules to support student engagement.

III. Ensuring Equitable Access

Technology & Internet Access:

Chromebooks and Wi-Fi hotspots will be provided to students in need.

IT support will be available to assist with device troubleshooting and connectivity issues.

Special Education & English Learner Support:

Individualized Education Plans (IEPs) and 504 Plans will be followed in all instructional models.

English learners will continue receiving designated ELD instruction through virtual or in-person supports.

Student & Family Support Services:

Counseling services, meal distribution, and wellness resources will be maintained during school closures.

Families will be provided with guidance on supporting at-home learning.

IV. Staff Expectations & Professional Development

Teacher Responsibilities:

Maintain consistent communication with students and families.

Utilize digital tools and learning management systems (LMS) for lesson delivery.

Assess student progress through regular check-ins, assignments, and assessments.

Professional Development:

Ongoing training for staff on technology integration, remote teaching strategies, and student engagement techniques.

Collaboration among educators through virtual professional learning communities (PLCs).

V. Assessment & Accountability

Student Attendance & Participation:

Attendance will be monitored daily, regardless of the instructional model in place.

Engagement metrics (e.g., assignment completion, participation in virtual discussions) will be used to track student involvement.

Grading & Assessments:

Students will be graded based on clearly communicated expectations and standards-aligned assessments.

Teachers will provide timely feedback to ensure continued academic growth.

VI. Recovery & Return to Normal Operations

Gradual Transition Back to In-Person Learning:

SCJUSD will follow public health and safety guidelines to determine when a full return to in-person learning is feasible.

Phased reintegration strategies may be used, including staggered schedules or rotating attendance.

Post-Disruption Academic Recovery:

Additional tutoring, intervention programs, and extended learning opportunities will be offered to address learning gaps.

Staff will assess student progress and social-emotional well-being to ensure a smooth transition.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on February 7, 2026 and adopted by Stony Creek Joint Unified School District on February 10, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Stony Creek Joint Unified School District will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- ✕ Short messaging service (SMS)

- ✕ Phone Calls
- ✕ Email
- School Portal
- ✕ Social Media
- ✕ Flyers

ParentSquare

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In case of power outage, District-owned cell phones will be used to contact families. Paper emergency cards are secured in the office.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Access to counselors and the school psychologist will be available to students.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Stony Creek Joint Unified School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Stony Creek Joint Unified School District remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Stony Creek Joint Unified School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Communication between families, students, staff, and faculty will occur multiple times per week through ParentSquare.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Staff and students are already trained and familiar with online school programs including but not limited to Aeries, ParentSquare, Google Classroom, and Acellus.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Teachers will be readily available to families for virtual office hours, check-ins, and tutoring through ParentSquare.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Support will be provided to all students to provide equal access to instructional resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

The Education Specialist will be in regular contact with students and staff to ensure IEPs are provided and maintained.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Not applicable.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Professional learning opportunities will be provided to all staff should the need to pivot to remote instruction arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

During periods of remote or hybrid instruction, the District will provide access to physical and mental health support through:

School-based counseling services delivered remotely when appropriate

Referrals to community and county-based health and mental health providers

Communication with families regarding available support resources

When feasible, the District will work to connect families with providers who speak languages other than English, either through district resources or community referrals.

Plans to provide access back-up, water and medicines in the event of an emergency.

In the event of an extended remote learning period, the District will coordinate with families and community partners, when feasible, to:

Provide information regarding access to safe drinking water

Support family coordination for essential student medications

Communicate available community or county emergency assistance resources

The District will not store or dispense medications during remote instruction but will assist families with information and referrals as appropriate.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

During remote or hybrid instruction, the District will make reasonable efforts to continue essential support services, including:

Special Education Services

Services for students with disabilities will continue to the extent practicable and consistent with Individualized Education Programs (IEPs), state guidance, and federal requirements. Services may be delivered remotely or through alternative means when appropriate.

Counseling and Social-Emotional Supports

School counseling and mental health services may be provided through virtual check-ins, scheduled remote sessions, or referrals to community agencies.

After-School and Supplemental Programs

After-school or enrichment programs may be modified, suspended, or offered virtually depending on staffing, safety considerations, and program design.

Nutrition Services

The District will communicate clearly with families regarding access to school meals, including any available meal distribution schedules or locations during periods of remote instruction.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development and implementation of the Instructional Continuity Plan for remote or hybrid learning is a collaborative process. District and site leadership will work in coordination with:

Teachers and instructional staff

Information technology staff

Students and families

Collaboration may occur through virtual meetings, surveys, staff discussions, and family communications. Feedback will be used to refine instructional practices, address access barriers, and improve student engagement during remote learning periods.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

The decision to transition from remote or hybrid instruction back to full, site-based learning will be made by the Superintendent/Principal or designee and will consider:

Guidance or clearance from applicable public health or emergency authorities

Confirmation that school facilities are safe and operational

Availability of instructional staff and student support services

Readiness to provide in-person instruction and supervision

Families and staff will receive advance communication regarding timelines, expectations, and any required transition procedures.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Stony Creek Joint Unified School District's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Stony Creek Joint Unified School District's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This Instructional Continuity Plan (ICP) specifically addresses continuity of instruction and student services during periods of remote or hybrid learning and is integrated into Stony Creek Joint Unified School District's Comprehensive School Safety Plan (CSSP).

The ICP will be included as an integral component of the CSSP by July 1, 2025, as required by Senate Bill 153. The District's CSSP must

include this ICP in order to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026–27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan will be reviewed and updated regularly in collaboration with Educational Partners, with particular attention to lessons learned during remote or hybrid instruction.

At a minimum, the ICP will be reviewed:

Annually, and

Following any extended period of remote or hybrid instruction

Updates will consider feedback from students, families, and staff, as well as changes in state guidance, instructional capacity, and technology access.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Superintendent/Principal or designee.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notifications will be distributed using ParentSquare, the District's primary school-to-home and internal communication platform. ParentSquare allows messages to be delivered efficiently via text message, email, and mobile app alerts, ensuring rapid and consistent communication to all required recipients

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notification will be issued as soon as reasonably possible following confirmation by the Superintendent/Principal or designee, while ensuring:

Information shared is accurate and verified

Student supervision and safety measures are in place

Communication is calm, factual, and does not create unnecessary panic

When appropriate, notifications will include general information about the presence of enforcement without identifying individual students or families, in order to protect privacy and maintain confidentiality.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content, method, and timing of any notification related to immigration enforcement activity shall be carefully considered to prioritize the safety, emotional well-being, and stability of pupils, employees, and community members at the schoolsite. Communications will be factual, measured, and designed to inform without causing fear, disruption, or unnecessary alarm. All notifications will be issued only after verification by the Superintendent/Principal or designee and after ensuring appropriate supervision and support structures are in place.

Privacy Constraint

The notification shall not include any personally identifiable information.

The content, method, and timing of any notification related to immigration enforcement activity shall be carefully considered to prioritize the safety, emotional well-being, and stability of pupils, employees, and community members at the schoolsite. Communications will be factual, measured, and designed to inform without causing fear, disruption, or unnecessary alarm. All notifications will be issued only after verification by the Superintendent/Principal or designee and after ensuring appropriate supervision and support structures are in place.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Stony Creek Joint Unified School District uses ParentSquare as its primary secure mass communication and two-way messaging system for school-to-home and internal communications. ParentSquare allows for timely delivery of messages via text message, email, and mobile application alerts, and supports two-way communication between families and school staff when appropriate.

The system is maintained annually through:

Verification and updating of parent/guardian contact information

Staff training on appropriate use and confidentiality

Ongoing monitoring by district administration to ensure reliability and accuracy

Additional communication methods (such as direct staff briefings or secure internal communication) may be used as needed to ensure all required recipients receive timely information.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

When appropriate, notifications may include hyperlinks or references to additional resources for families, including:

Information on educational rights for students

State and federal laws protecting student and family privacy and confidentiality

Counseling, mental health, or support services available through the school or community agencies

District-adopted policies or guidance designed to support families impacted by immigration enforcement activity

The inclusion of resources is intended to provide reassurance and access to support, not to collect or disclose personal information.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This section of the Comprehensive School Safety Plan shall be reviewed and evaluated at least annually by the School Safety Planning Committee. The plan may be amended as needed to reflect updated laws, guidance from the California Department of Education, or changes in district procedures or communication systems.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated file of all safety-related plans, procedures, and materials, including the Comprehensive School Safety Plan, shall be readily available for public inspection in accordance with applicable law. Copies may be accessed at the district office and/or through district-approved public access points.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Implementation of these procedures shall align with the California Department of Education's checklist for developing a Comprehensive School Safety Plan, as required by Education Code. The District will ensure continued compliance with state guidance as posted and updated by the Department of Education.

Procedures Regarding Pupil Smartphone Use During Emergencies

Stony Creek Joint Unified School District maintains the authority to limit or prohibit pupil smartphone use during emergencies or perceived threats of danger in order to protect student safety, support effective emergency response, and minimize disruption or misinformation. These procedures are established in accordance with Assembly Bill 962 (AB 962) and Board Policy 5131.8: Mobile Communication Devices, which governs student use of smartphones and other mobile communication devices while on campus or under the supervision of district staff.

During emergencies, the Superintendent/Principal or designee may direct staff to temporarily limit or prohibit pupil smartphone use when necessary to maintain order, ensure students follow staff instructions, and support coordinated response efforts. Students will remain under staff supervision and will receive information through official school communication channels.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

The Governing Board of Stony Creek Joint Unified School District adopted Board Policy 5131.8: Mobile Communication Devices on February 27, 2024. The policy was last revised and reviewed on May 27, 2025, and is currently in adopted status.

The goal of Board Policy 5131.8 is to promote evidence-based smartphone use practices that support pupil learning and well-being while protecting student safety, privacy, and the integrity of instructional and emergency response environments.

Consistent with AB 962, the policy was developed and is reviewed with significant stakeholder participation, including pupils, parents/guardians, educators, administrators, and school staff. The Board shall review and, as necessary, update the policy at least once every five years.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Stony Creek Joint Unified School District recognizes and respects all legally required exceptions to limitations on pupil smartphone use. Pupil smartphone possession or use shall not be prohibited under the following circumstances:

Permission by School Staff

When a teacher or administrator grants permission for a pupil to possess or use a smartphone, subject to any reasonable limitations imposed by that teacher or administrator.

Medical Necessity

When a licensed physician and surgeon determines that possession or use of a smartphone is necessary for the pupil's health or well-being.

Individualized Education Program (IEP)

When possession or use of a smartphone is required as part of the pupil's Individualized Education Program (IEP).

Staff are trained to recognize and honor these exceptions during both routine operations and emergency situations.

Safety Plan Review, Evaluation and Amendment Procedures

The comprehensive school safety plan shall be evaluated and amended, as needed, by the District's Safety Committee by March 1 of each year to ensure that the comprehensive school safety plan is properly implemented. (Education Code, Section 35294.2[e]).

An updated file of all safety-related plans and materials shall be readily available for inspection by the public. A copy of the Comprehensive Safety Plan will be kept in each school staff room.

All staff are strongly encouraged to be continuously aware of any safety issues and to bring them to the attention of the Safety Committee for review and action as soon as possible.

Emergency Contact Numbers

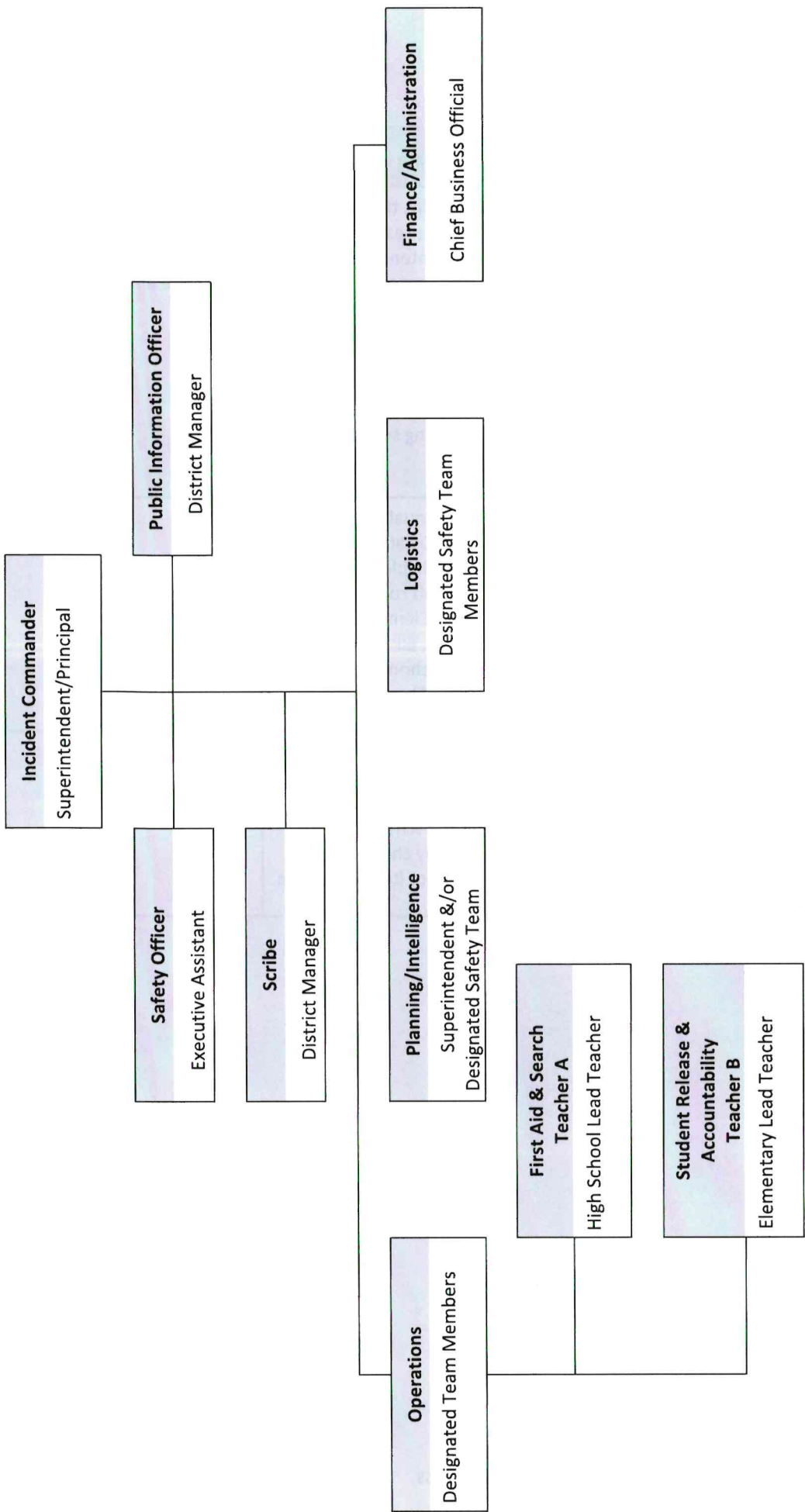
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	First Responders	911	
Law Enforcement/Fire/Paramedic	Glenn County Sheriffs Depart./CHP	911	
Local Hospitals	Enloe Hospital	(530) 332-7300	
Local Hospitals	Colusa Medical Center	(530) 619-0800	
City Services	Water Issues at Schools	(530) 519-5198	
Emergency Services	Vehicle Towing	(530) 934-7300	
School District	Stony Creek Joint Unified School District	(530) 968-5361	
Emergency Services	Glenn County Behavioral Health	(530) 934-6582	Emergency Line: 1-800-507-3530
Emergency Services	National Suicide & Crisis Lifeline	Dial 988	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
<p>EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN</p> <p>The comprehensive school safety plan shall be evaluated and amended, as needed, by the District's Safety Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented. (Education Code, Section 35294.2[e]).</p>	<p>Annually, the safety plan will be presented by the Superintendent/Principal , and presented to the SCJUSD Board for approval prior to the due date on March 1 each year. The plan will be completed for the following school year.</p>	<p>Current Safety Plan for Stony Creek Joint Unified School District will be located in District Office, Campus Supervisor/Safety Lead Office and Superintendent/Principal offices</p>
<p>An updated file of all safety-related plans and materials shall be readily available for inspection by the public. A copy of the Comprehensive Safety Plan will be kept in the staff room at each school site and uploaded to the district website at http://www.scjUSD.org as well as kept in the district office.</p>	<p>The annually updated SCJUSD Safety Plan will be available to all staff in the staff rooms at Elk Creek Elementary School, Elk Creek Jr./Sr. High School, and Indian Valley Elementary School.</p>	
<p>Annual notice to all District staff of location of Safety Plan and any changes that have been made to the Plan.</p>	<p>Staff will be made aware of the Safety Plan location at each site and on the school website and any changes since the prior iteration of the Plan.</p>	

Stony Creek Joint Unified School District Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Campus Safety Lead and/or Superintendent/Principal or other district personnel will identify an emergency or threat. Scribe will begin documenting the incident/situation.

Step Two: Identify the Level of Emergency

Safety Lead and/or Superintendent/Principal or other district personnel will identify level of emergency and contact staff using the following:

Code Red: Shelter in Place, refer to computer or cell phone for information from ParentSquare/Aeries.

Code Yellow: Shelter in Place, wait for further information until level of threat or emergency is determined; refer to computer or cell phone for information from ParentSquare/Aeries.

Step Three: Determine the Immediate Response Action

TRIAGE GUIDELINES

Immediate Classification

These students get priority medical care and transportation to an advanced care facility. These victims are critically injured, life threatened, but salvable. They will die within one hour or less without further treatment and require immediate field intervention to survive.

1. After assignment to the immediate classification, the students are then further divided into two additional groups. The two sub groups are the immediately life threatened, and the potentially life threatened.

2. Injury patterns seen in this group include:

- Head injuries with decreasing level of consciousness:
- Airway/chest injuries with associated cardio reparatory or respiratory compromise:
- Shock associated with hemorrhage:
- Blunt or penetrating abdominal trauma;
- Life threatening fractures such as femur, pelvic, etc.
- Third degree burns over 25% BSA (body surface area) but under 50% BSA, excluding facial involvement.

3. Medical problems assigned to the immediate classification include:

- Chest pain not associated with blunt trauma:
- Suspected hypo/hyperglycemia:
- Unconscious without associated trauma:
- Obstetrical problems:
- Seizures with or without trauma:
- Hysterics requiring isolation from others:
- Hypothermia
- Hyperthermia

Delayed Classification

Anyone in this classification is considered to be a lower priority victim. Since this is a two-tiered system, the "delayed" group is a catchall for any victims other than those who are life-threatened or with salvable injuries. Therefore, the injuries seen in this classification include:

1. Serious injuries, non-life-threatening, including:

- Fractures with distal pulse
- Serious lacerations requiring repair
- Third-degree burns less than 25% BSA
- Second-degree burns of any percentage
- Injuries to the eye
- Spinal cord injuries

2. Minor injuries requiring first aid treatment only and the non-injured. This group can be transported to an ambulatory holding or

evacuation center. They do not need to tie up hospital facilities.
3. The dead at scene. These are sent to a common morgue area.
4. Critically injured, seriously life-threatened, non-salvable patients.

Step Four: Communicate the Appropriate Response Action

Safety Team will relay information to District Manager who will communicate with First Responders via 911 and communicate with designated Scribe for the Safety Team to track the location of all students' locations.

Types of Emergencies & Specific Procedures

Aircraft Crash

If an aircraft crashes in an area visible from any of the schools but does not directly impact the school, school personnel will call First Responders at 911 and inform the Safety Lead for a timely response.

The following actions will be taken in the event of an aircraft crash:

Principal's Responsibilities:

1. Investigate and sound the fire alarm if appropriate.
2. Call 911 and report the situation.
3. Notify the school district superintendent or other appropriate school official.
4. Notify utility companies of any break or suspected break in lines that might present an additional hazard.
5. Students and staff must not return to classrooms until the fire department officials declare the area safe.

Animal Disturbance

While the presence of numerous people is a strong deterrent to wild animals, potential hazards at any of the Stony Creek Joint Unified School District sites include potential contact with wild animals like ground squirrels, deer, elk, mountain lions and snakes. All students at the elementary school will be reminded by yard duty personnel and other staff not to chase or go near animals. Students will also be told to move away from any animals and inform yard duty personnel and/or teachers (the nearest adult) of any animals, domestic or wild, seen at the school. Staff will take emergency action by positioning themselves between the animal and the students, directing students to a safe area, and calling 911 to contact animal control, if appropriate. Adults will render first aid, if needed, and call emergency personnel in the event of injury to a student by an animal. Additionally, elementary students will attend an annual rattlesnake awareness assembly.

Armed Assault on Campus

Active shooter situations are unpredictable and evolve quickly. Staff members have a very limited amount of time in which to commit to a course of action. Staff should remain calm and immediately assess both the situation and surrounding environment and then respond to the situation based upon their training.

Procedure

1. If an armed assault occurs on or near the campus, personnel who observed the assault should immediately notify the principal or designee and call 9-1-1.
 2. The principal or designee will initiate the appropriate response actions, which may include Shelter-in-Place, Lock Down, On-Campus Evacuation, or Off-Campus Evacuation.
 3. The principal or designee should also call 9-1-1 and provide the exact location, description and nature of the incident. A designated person should remain on the phone line with the 9-1-1 dispatcher until law enforcement personnel arrive on scene.
 4. If it is safe to do so, school staff should attempt to isolate and secure students away from the perpetrator(s). Staff should take steps to calm and control students.
 5. School staff and students should remain in secured areas until local authorities arrive and are able to neutralize the perpetrator(s). Inside the classroom, teachers should do the following:
 - Instruct students to lie flat on the floor, move away from doors or windows and remain quite.
 - Turn off lights, lock doors and close any shades or blinds. The goal is to hide and make your room look vacant.
- Silence cell phones. However, keep cell phone and/or computer screen visible for emergency texts.
- Remain in the classroom or secured area until further instructions are provided by the school administrator or law enforcement.
- Procedures for providing students with emotional support after the event will be followed.

Biological or Chemical Release

CHEMICAL SPILL/GAS LEAK

If vapors, gases or mists are being released, remove students from the immediate area as a precaution. Be sure students are located upwind from the spill/leak.

Contact the District Office at (530) 968-5361.

A serious spill will need to be cleaned up by skilled personnel specifically trained for this task.

Should a chemical spill or gas leak occur on campus, the following precautions should be taken:

1. Notify the office immediately and remain in room.
2. Close windows and doors.
3. Turn off air-conditioning/heating unit.
4. Take roll. (Notify office if anyone is not in your room)
5. Administer first aid as necessary.
6. Follow directions of emergency personnel.
7. Wait for further directions.

If it becomes necessary to evacuate the building directions will be given at that time. If your room becomes contaminated evacuate to a position upwind from the spill/leak and notify the office.

Bomb Threat/ Threat Of violence

Bomb threats may come via different mediums, e.g., telephonic, written, email, etc. To effectively respond to any bomb threat, there are precautionary steps that need to be taken. They are:

- Understand your school emergency plan.
- Have pre-established notification procedures.
- Know where to evacuate students if directed to evacuate.
- Be familiar with the facilities know what belongs and what doesn't belong.

The Threat

1. The person receiving the message of a bomb threat by phone should try to maintain contact with the caller and ask for the location of the bomb, the time it is expected to detonate, the reason for the bomb, etc. (See Appendix B Bomb Threat Report Form)
2. The person receiving the bomb threat must immediately notify:
 - Superintendent/Principal
 - 911

Evacuation:

1. The principal or designee will determine, in consultation with law enforcement officials, whether to immediately move students and personnel to a safe area and wait for the arrival of law enforcement officials.
2. Generally, students will be safer in the classroom and should not be evacuated except under extraordinary circumstances.
3. If evacuation is advisable, use the established fire drill routes avoiding any specific area jeopardized by the bomb threat.
4. The principal or designee will inform teachers of the reason for the evacuation.
5. Each teacher will take a current roll sheet to the evacuation location. The teacher will check roll and immediately report to the command center, the names of any students not accounted for.
6. After an evacuation, the principal will direct that the building or area be secured to prevent re-entry.
7. Whenever possible, water, gas and fuel lines leading to the danger zone should be shut off.

Conducting the Search:

1. All searches will be conducted only by the appropriate agency (Fire Department or Sheriff's Department)
2. Report, but do not touch, any suspicious objects.

All Clear

1. The decision to announce "all clear" will be made by the principal in consultation with law enforcement and fire department personnel and the district superintendent.

After the incident is over, the School Administrator will complete the Bomb Threat Report (Form B, Appendix A)

Bus Disaster

In an effort to avoid emergencies, transportation staff are advised to use the Pre-Emergency Plan, which is followed by the procedures transportation staff will use in the event of a bus disaster.

School Bus Driver Pre-Emergency Plan

1. The school bus evacuation plan-information needed to set up the evacuation plan itself and how to conduct emergency drills. It cannot be stressed enough that training of school bus drivers and pupils are paramount for success. California regulations mandate that school bus evacuation drills be conducted at least once a year. This encompasses the off-loading of the pupils so that they will know exactly what to do in the event of a real emergency. Evacuation procedures for pupils with special needs should be well known and rehearsed.
2. The bus route-Know the location of fire stations, police stations and hospitals in the area. Most emergencies the bus driver faces entail the immobilization of the school bus and the determination of evacuating or not. Knowledge of the locations of fire and police departments and hospitals, could save a life. Knowledge of the route, even for the substitute or extra driver, helps the responding emergency personnel get to the school bus much faster. Whether the driver had radio contact with the dispatcher or must ask the assistance of others to telephone the request for emergency aid is of little good if the exact location is not given.
3. School Bus emergency information-It is quite helpful, when the assistance of others are needed, to have the school bus information on a card. If you need someone else telephone for help, this basic information would not have to be repeated or written down. The card should include the driver's name, bus and route number. Another helpful piece of information would be the district policy regarding how staff should respond to inquire from news media.
4. The school bus-The driver should know the basics of the school bus components to allow them to better assess the seriousness of the situation. Just as one should not open the hood in the event of an engine fire, one should be able to assess an overheated motor or broken radiator hose. The advent of a mandatory commercial drivers license with the expanded pre-trip inspection serves well in this instance, but does not cover everything and should not preclude additional training of the school bus driver to incorporate this type of school bus knowledge.
5. Route plan-The school bus driver or any of the pupils could have medical emergency, and a procedure should be developed along local guidelines on how to handle this situation.

Questions to be considered:

- Does the driver pull over and call emergency medical services?
- Should the driver proceed to the nearest school, medical facility, police or fire station?
- Does the Stony Creek School District Transportation Department have a medical consent form from the parents so that pre-hospital and hospital personnel can treat the pupil? Should that be considered or should you react only to the emergency phone numbers on the school health card?

Assessing the Need To Evacuate

Student safety and control is best maintained by keeping students on the bus during an emergency and/or impending crisis situation, if doing so does not expose them to unnecessary risk or injury. A decision to evacuate should include consideration of the following conditions:

1. Recognize the hazard. The decision to exit/evacuate the bus must be a timely one. Students in wheelchairs take a lot more time.
2. Is there a fire involved?
3. Is there a smell of raw or leaking fuel?
4. Is the bus likely to be hit by other vehicles?
5. Does the possibility exist that the bus will roll/tip causing further threat to safety?
6. Is the bus in direct path of a sighted tornado?
7. Would removing students expose them to speeding traffic, severe weather, or a dangerous environment such as downed power lines?
8. Has there been a major earthquake creating a dangerous environment?
9. Would moving pupils complicate injuries?
10. Is there a hazardous materials spill involved? It may be safer to remain on the bus and not come in contact with the material?

EMERGENCY ASSISTANCE REQUEST FORM

THIS IS AN EMERGENCY. Would you please call 911—The Highway Patrol, and relay the following information. (Please state your

name and address in order that we may thank you properly for your assistance.) Ask them to notify the Stony Creek School District at 530-968-5361.

Date: _____

Driver: _____ Bus # _____ Time: _____

Location of Emergency: _____

Number of passengers: _____ Empty _____

Type of Emergency:

1. Breakdown—Driver Needs:

2. Accident—Injury _____ Non Injury _____

Need Ambulance _____ Need Wrecker _____

Need replacement bus: _____

3. Driver Sick _____

Need Doctor & immediate Air evacuation for _____ passengers.

ACCIDENT PROCEDURES

YOUR RESPONSIBILITIES:

ACCIDENTS HAPPEN! It is a fact that sometimes even the most skilled and professional driver cannot avoid. What you do after the accident has occurred is important, to protect your passengers, your employer and yourself.

1. Always follow the procedures taught to you by your employer. Remember your responsibility does not end there. You have called for help, identified your situation, location, passengers, injuries and the authorities have shown up.

a. Protect your passengers:

Always administer to your passengers needs first aid to injured passengers, emotional support and protection from other people.

b. Protect the scene:

Do not move the vehicle/s unless directed by law enforcement officer, when major damage or injuries have occurred. Asked that the vehicle's placement on the pavement be marked if you are asked to move prior to pictures or documentation being made.

c. Protect yourself:

Document details of the accident as soon as possible, date/time of occurrence, complete description of other vehicle and descriptions of other parties involved. Don't trust your memory write it down. Additional items to record, road surface conditions, weather and light, names/addresses of witnesses, statements of other parties, description of all damage, name, badge number and agency of investigating officer.

Exchange of information; never admit responsibility, regardless of the Circumstances when asked for a statement by police or others. Provide only Limited information at the accident. When asked questions by police, be patient, Evaluate the questions and give clear concise answers. Warning: An apology or Statement of regret can be taken as an admission of Guilt. Your statement at the Scene is made at a time of stress and, consequently, may include information that

May not be accurate or reliable. Remember—The Police investigation is a Criminal investigation.

Handling of the Press: Press inquiries should be handled cautiously and no Unauthorized statements should be made. All situations should be handled with professionalism, dignity and tact. The press is not your friend and should be left to your Employer to deal with.

STONY CREEK JOINT UNIFIED SCHOOL DISTRICT TRANSPORTATION DEPARTMENT

PROCEDURES FOR SCHOOL BUS TRANSPORTATION DURING INCLEMENT WEATHER CONDITIONS

At any time, regularly scheduled bus routes and special trips may be canceled or modified because of adverse or unsafe driving conditions. The decision to operate must be based upon safety factors and the welfare of the students. If an unsafe condition exists, the bus driver and other knowledgeable of the situation must notify the Transportation Director his/her designee if not available call the district office.

If morning transportation is interrupted, school representatives will be contacted regarding the possibility of postponing delivery of students to school from one to two hours in order to transport students at a later time of day.

Once a bus route has been started it is the specific responsibility of each driver to determine whether or not conditions will permit the continued safe operation of the assigned route.

If it is advisable to leave school early during the day because of weather conditions, the Transportation Director or his/her designee will make arrangements with on-site administrators for transportation requirement.

Other modifications to home-to school and special trip transportation may be required because of inclement weather. The decision and communications required will be based upon the intent of the guidelines specified herein.

FOGGY WEATHER CONDITIONS:

Under adverse foggy weather conditions, bus transportation service may be delayed or canceled, at the recommendation of the Transportation Director or his/her designee, and the approval of the Superintendent or his/her designee.

VC 34501.6 Reduced visibility: Operation of school buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. (discontinue school bus operation)

DRIVING ON WET OR RAIN COVERED PAVEMENT

The primary defense for driving in rain or on wet pavement is to reduce speed. Remember that because of reduced visibility you need to slow down. Add to this is the possibility of hydroplaning, and the slippery pavement.

Remember that wet roads take longer to stop on; particularly during the first rain of the season or after road oil have accumulated during a dry spell.

Cardiac Arrest

Stony Creek Joint Unified School District is committed to protecting the health and safety of students, staff, and visitors by maintaining preparedness for cardiac emergencies. All driving staff and athletic coaches have been trained in Cardiopulmonary Resuscitation (CPR) and the use of an Automated External Defibrillator (AED). An AED is maintained on campus and is located in the Elk Creek High School gymnasium.

Recognition of Cardiac Arrest

A cardiac arrest emergency may be suspected when an individual:

Collapses suddenly

Is unresponsive

Is not breathing normally or has no pulse

Immediate action is critical.

Emergency Response Procedures

In the event of a suspected cardiac arrest on campus or during a school-sponsored activity, the following steps shall be taken:

Call 911 Immediately

Any staff member or responsible adult shall call 911 and clearly state that there is a suspected cardiac arrest.

Provide the school name, exact location, and condition of the individual.

Activate Campus Emergency Response

Notify the Superintendent/Principal or designee as soon as possible.

If available, direct another staff member to retrieve the AED from the high school gymnasium.

Begin CPR

A trained staff member shall begin CPR immediately until the AED is available or emergency responders arrive.

CPR should continue uninterrupted unless relieved by another trained responder or emergency medical personnel.

Use the AED

Once the AED arrives, a trained responder shall turn it on and follow the device's verbal and visual instructions.

Ensure the area is clear when the AED analyzes heart rhythm and delivers a shock if advised.

Continue Care Until EMS Arrives

Continue CPR and follow AED prompts until emergency medical services (EMS) assume care of the individual.

Crowd Control and Student Supervision

Other staff members shall keep students and bystanders at a safe distance.

Students will remain supervised and calm communication will be maintained.

Post-Incident Procedures

The Superintendent/Principal or designee shall ensure that parents/guardians are notified as appropriate.

The incident shall be documented according to district procedures.

The AED shall be checked, serviced, and restocked as needed following use.

Counseling or emotional support services may be made available to students and staff impacted by the incident.

Training and Equipment Maintenance

All driving staff and athletic coaches receive training in CPR and AED use.

The AED is inspected regularly to ensure it is operational and accessible.

Staff are informed annually of the AED location and emergency response procedures.

Disorderly Conduct

Fighting or Riots

Procedure for stopping a fight:

- If the fight begins inside the classroom and the teacher needs assistance, the teacher will call the office.
- Have the students not involved in the altercation exit the classroom
- Personnel will be speak loudly and let the participants know that the behavior should stop immediately.
- Other teachers should assist if they hear or see an incident occurring.
- If students began to gather at the scene, personnel should specifically call the names of students they see and demand that they step away.
- Teachers should yell for help if they the fight persists and especially if weapons are involved.
- Once students are separated, teachers should not use further confrontational behavior by making accusations toward those who were fighting.
- Students should be removed from the area and taken as quickly as possible to the office.
- Students should be given an opportunity to cool down in a calm setting.

Procedure for handling a riot:

- All personnel are encouraged to be sensitive to the emotional climate of the campus and attempt to diffuse any possible eruption of problems.
- In the event of a riot inside the building, the fire evacuation plan will be followed to remove students from the building. Students will remain outside until the principal directs them that it is safe to return.
- In the event of a riot outside of the building, the lockdown procedures will be put into place to keep students safe from harm.
- Law enforcement will be notified of the disturbance and meet with the principal at a predetermined site for information.
- Office staff will notify the SCJUSD Superintendent.

Earthquake

EARTHQUAKE DRILL PROCEDURES

When prompted, inform students that after a serious, large earthquake an evacuation “fire drill” tone may be sounded to evacuate the school according to normal fire drill routes. Read through and discuss the sections that follow.

Duck and Cover

- take cover under or next to a sturdy object
- teacher: help special needs students take cover
- talk calmly to the students
- stay covered at least 30 seconds, or until shaking stops

When No Cover is Available

- move to an inside wall
- kneel next to wall, facing away from windows
- cover head and neck with hands and elbows; if coats are available, cover heads with them to protect from glass

When Outside

- stay outside
- take cover in an open area away from falling hazards
- talk calmly and give instructions

If on School Bus or Car

- driver should stop as quickly as possible
- park away from buildings, highway overpasses, power poles, trees
- passengers should stay in vehicle and duck and cover as well as possible

Safety Considerations

Explain to the class that if there is a strong earthquake, each student's first responsibility is for his or her own personal safety. Every student should learn, however, how to help someone else who is injured. Present some "what if" questions to provoke discussion.

- What if the teacher is injured?
- What if a student is cut by shattered glass and is bleeding?
- What if someone is hit by a falling light fixture or heavy object and knocked out?
- What if a student is very upset by the earthquake?

Emotional Considerations

Lead a discussion with the students about the reactions they may have to an earthquake. Mention that it is normal to feel very frightened, worried, or even physically sick. Some people respond to the fear by crying and some by laughing. Have the students talk about what they can do after an earthquake to help themselves and their classmates feel less scared and worried.

It may take a long time for parents or caretakers to get to the school, so everyone should be prepared to wait patiently. Students may be very concerned about their parents or siblings; they may in fact be "worried sick". Have students discuss what they can do to help each other pass the time and not worry so much. Point out that if their family has made an earthquake plan, they will have a better idea of what to expect from each family member.

Explosion or Risk Of Explosion

The following actions will be taken in the event of an explosion:

Principal's Responsibilities:

1. Investigate and sound the fire alarm if appropriate.
2. Call 911 and report the situation.
3. Notify the school district superintendent or other appropriate school official.
4. Notify utility companies of any break or suspected break in lines that might present an additional hazard.
5. Students and staff must not return to classrooms until the fire department officials declare the area safe.

Teacher's Responsibilities:

1. The "Drop & Cover" command will be given immediately in the event of an explosion at or near the school. If the explosion occurs within the building or threatens the building, the teachers will evacuate students from the building.

Extreme Weather

Stony Creek Joint Unified School District is committed to ensuring the safety of students, staff, and visitors during extreme weather conditions. Extreme weather may include, but is not limited to, severe heat, extreme cold, high winds, heavy rain, flooding, lightning, smoke or poor air quality, and other hazardous weather events that may pose a threat to health or safety.

The Superintendent/Principal or designee is responsible for monitoring weather conditions and coordinating appropriate response actions.

Monitoring and Decision-Making

Weather conditions will be monitored through reliable sources such as local emergency alerts, weather services, and county or state advisories.

The Superintendent/Principal or designee will determine whether school operations should be modified, including sheltering in

place, altered schedules, restricted outdoor activities, early dismissal, or school closure.

General Response Procedures

In the event of extreme weather during the school day, the following actions may be implemented as appropriate:

Shelter and Supervision

Students and staff will remain indoors or be moved to safer areas of campus as needed.

Staff will ensure all pupils are supervised and accounted for.

Restriction of Outdoor Activities

Recess, physical education, athletic practices, and outdoor activities may be modified or canceled during extreme heat, lightning, high winds, poor air quality, or other hazardous conditions.

Heat-Related Procedures

During periods of extreme heat, students will be encouraged to drink water frequently and take rest breaks.

Outdoor activities may be shortened or moved indoors when possible.

Cold or Storm-Related Procedures

During extreme cold, heavy rain, or storms, students will remain indoors to reduce exposure.

Campus movement may be restricted to ensure safety.

Air Quality and Smoke Events

When air quality is poor due to smoke or other conditions, outdoor activities will be limited or suspended.

Doors and windows may be kept closed to improve indoor air conditions when appropriate.

Communication

Parents/guardians and staff will be notified of significant weather-related decisions through district-approved communication systems, including ParentSquare.

Communication will be timely, factual, and focused on student safety.

Early Dismissal or School Closure

If extreme weather conditions require early dismissal or school closure:

Parents/guardians will be notified as soon as possible.

Normal student release procedures will be followed.

Transportation plans will be adjusted as necessary to ensure student safety.

Post-Event Review

After an extreme weather event, the Superintendent/Principal or designee will:

Assess campus conditions for safety before resuming normal activities.

Coordinate with maintenance staff to address any damage or hazards.

Document the incident as required.

Annual Review

These procedures shall be reviewed at least annually as part of the Comprehensive School Safety Plan review process and updated as needed to reflect best practices and local conditions.

Fire in Surrounding Area

AIR POLLUTION/SMOKE FROM AREA FIRES

Superintendent's Responsibilities:

1. When air pollution or smoke has reached a level necessitating the restriction of physical activities during the school day, the warnings and "all clear" will be communicated by the district superintendent or her/his designee to the affected schools.
2. The superintendent or her/his designee will monitor air pollution information for the area through the Northern California Air Quality Management District.

Principals Responsibilities:

1. The principal will apprise the superintendent of any special local condition such as a forest fire.
2. The principal at affected schools will then immediately alert all employees and students to the air pollution levels.

Declared Stage 1 Air Pollution Episode

1. The principal or designee will notify staff and teachers of the existence of a stage 1 episode.
2. Teachers and staff will stop all competitive and running activities upon notification of stage 1 air pollution.
3. Coaches and teachers will postpone all scheduled games to a later date.
4. Coaches and Teachers and other staff members who supervise students with special health problems including asthma, will instruct students to follow precautions recommended by their physicians in refraining from all vigorous or strenuous activities until otherwise noted.

Declared Stage 2 Air Pollution Episode

1. Principal will implement the guidelines given for Stage 1 Air Pollution.
2. The principal will inform the teachers and staff to immediately cancel all outdoor physical activity.

Declared Stage 3 Air Pollution Episode

1. Continue actions taken in Stages 1 and 2.
2. Take additional protective measures deemed necessary.

Fire on School Grounds

In the event of a fire on the school grounds, an alarm will sound. Each teacher should take with him/her the class roster with the role current for that day and the "go bag" located by the front door of each classroom. The teacher will evacuate the students to the designated area, noting any changes by the Campus Supervisor/Safety Lead or other school personnel, depending on the location of the fire. Once at the location, the teacher will take roll and hold up the appropriate card:

Green--all students there that day are present and accounted for

Yellow--Extra student not assigned to that classroom with the group

Red--Missing student and/or immediate assistance needed

As a part of the district fire prevention and safety plan, each employee is directed to ensure that the following regulations and guidelines are followed at all times:

Flammable and combustible liquids: All flammable liquid must be stored only in original containers with appropriate warnings visible. All flammable liquids must be stored in fire resistant closets or containers.

Exits and entrances and passages clear: furniture or other items must never block doors, hallways, and passages. Please make certain that students store their backpacks, jackets, books, etc. off of the floor. Keep cardboard and other flammable materials away from exits. Make certain that students know of any alternative exits in case of fire or other disaster.

Fire Extinguishers: Make certain that you and students know the location of the nearest fire extinguishers. Read the instructions for the extinguishers nearest you. Ask for assistance if the instructions are not clear to you. Remember that a fire is best extinguished at its base so aim the extinguisher hose at the lowest origin of the fire and sweep from side to side.

Drop and Roll: Review with the students that the worst thing to do if their clothing catches on fire is to run. They should “stop, drop, roll, and call for help.” To help someone whose clothing is on fire, use a blanket, jacket, or other available material. Starting at the head of the victim, drag the blanket toward the feet, moving the flame away from the face.

Electrical outlets and cords: Frequently inspect all electrical cords in your classroom or work area. Remove any damaged cords.

Make certain that cords do not cross any exit, entrance, or passageway. Do not overload electrical outlets.

Report safety problems: Report any safety problems immediately to the principal. Follow up the verbal report with a written one on a maintenance request.

Principal’s Responsibilities:

1. The principal will assure that all teachers and instructional aides are familiar with basic fire and safety practices.
2. An evacuation map will be updated and distributed before the first day of instruction each school year.
3. The assembly area must be at least twenty-five feet from a building.
4. All students, personnel, volunteers, and visitors will be required to leave the building regardless of the activities in which they are engaged.
5. The principal will confirm the evacuation of all students and personnel.
6. The principal will investigate the origin of the alarm in the event that it was not set off at his/her direction.

Teacher’s Responsibilities:

1. The teacher will supervise the exit of the group and make certain that it is done in an orderly manner and that all students leave the room together.
2. The teacher will instruct students to use alternative exits in the event of a blocked exit.
3. The teacher will check roll, report any missing students to the principal, and remain with the class unless given an alternative assignment.
4. Students in shops or labs will turn off motors, torches, gas and water outlets, etc. in accordance with the teacher’s prearranged plan.
5. Windows should be left as they are, but doors must be closed.

Secretaries Responsibilities:

1. The school secretary will close files and remove a copy of the disaster plan and emergency cards for all students in the school.
2. She/he will record the date, time and quality of the drill, and will forward the record to the principal for signature.

Flooding

FLOOD

When the need arises, the warning bell will be sounded:

If students are outside when the warning is given please proceed to the parking lot area at each school and wait for further directions.

If in the classrooms when the warning is given, take roll and await further directions.

Superintendent’s Responsibilities:

1. The superintendent will maintain contact with the transportation coordinator to determine whether it is safe for the buses to pick up or deliver students during heavy rains. If it is determined that students cannot safely be transported by bus or cannot safely meet the bus, the superintendent will determine a safe course of action which may include one of the following:
 - Determine that school will not open for the day.
 - Determine that students will be kept at school if school has begun.
 - Determine that students will be evacuated to an alternative school site where parents will pick them up. In this event, the superintendent will contact the principals of each school and local radio stations with this information.

Principal’s Responsibilities:

1. The principal will monitor the safety of the area in and around the school. If he/she determines that it is unsafe for students to

enter and exit as usual, the principal will determine a safe course of action which may include one of the following:

- Provide additional supervision for arrival and/or dismissal of students.
- Postpone dismissal until a safe alternative plan can be developed.

Loss or Failure Of Utilities

Superintendent/Principal, District Manager or other school personnel will notify the Maintenance Lead and call PG&E if deemed appropriate. The Scribe will record the possible cause and location of problem. Local Water District personnel will be contacted if emergency is a loss of water at school. The Maintenance Lead, in conjunction with the Superintendent/Principal will determine the approximate time that services may be restored, and a decision will be made whether to continue school or send students home. The District Manager will be contacted with the decision and an "All Call" will be made by the Superintendent/Principal or District Manager.

In the event of a down power line, 911 will be called in addition to the actions above.

Motor Vehicle Crash

Render first aid. 911 will be called immediately, as well as local First Responders. The Scribe will gather information to ensure accuracy for law enforcement and the CHP, etc. Other students will be directed away from incident site and placed on modified lockdown.

Pandemic

Stony Creek Joint Unified School District is committed to protecting the health and safety of students, staff, and the school community during a pandemic or widespread communicable disease outbreak. The District will respond to public health emergencies in coordination with local and state public health authorities and in accordance with guidance from the California Department of Public Health (CDPH) and the California Department of Education (CDE).

The Superintendent/Principal or designee is responsible for coordinating pandemic response efforts and implementing required health and safety measures.

Monitoring and Coordination

The District will monitor guidance and directives from public health agencies regarding communicable disease conditions.

Decisions regarding school operations will be made in collaboration with public health authorities as required.

Preventive Measures

When a pandemic or communicable disease threat is identified, the District may implement preventive measures, including but not limited to:

Enhanced cleaning and disinfection of facilities

Promotion of proper hand hygiene and respiratory etiquette

Availability of handwashing supplies and sanitizers

Adjustments to classroom layouts or schedules when appropriate

Health education for students and staff

Illness Identification and Response

Students or staff exhibiting symptoms of a communicable illness during the school day will be referred to the office and separated from others as appropriate.

Parents/guardians will be contacted to pick up ill students in accordance with health guidance.

Return-to-school criteria will follow public health recommendations.

School Operations and Instruction

Depending on the severity of the outbreak and guidance from public health authorities, the District may:

Modify schedules or school activities

Limit or suspend large gatherings and extracurricular activities

Implement temporary classroom or campus closures

Transition to alternative instructional models as directed by state or local authorities

Communication

Timely and accurate communication will be provided to families and staff using district-approved communication systems, including ParentSquare.

Communications will prioritize clarity, reassurance, and factual public health information.

Personally identifiable health information will not be disclosed.

Support for Students and Staff

Counseling and mental health supports may be offered to students and staff affected by illness, quarantine, or disruption.

The District will work to ensure continued access to educational services and student support programs to the extent feasible.

Coordination With Health Authorities

The District will cooperate fully with public health agencies regarding reporting, contact tracing, and implementation of health directives, consistent with privacy laws.

Return to Normal Operations

Decisions regarding the resumption of normal school operations will be based on public health guidance and safety assessments.

Families and staff will be notified in advance of any changes.

Psychological Trauma

In the event of a traumatic event that affects the school community, the SMART Team will be called, which provides a collaborative team approach to support students and staff through coordinated, interagency services to respond to all kinds of traumatic events: student death, suicide, vehicle accidents, etc.

A counselor from Kno'Qoti Native Wellness, Inc., a School Psychologist from the Glenn County Office of Education, and a part-time Academic Counselor are available to students. The students are familiar with these itinerant school personnel and are aware that

they are available to speak with in the event of a crisis or personal need. Teachers are aware of students in crisis and either refer them to counseling staff or bring specific students to the counselors' attention if they have concerns.

Suspected Contamination of Food or Water

In the possibility of contaminated water, the District will contact the local Water Master for direction and will follow recommendations. Bottled water will be supplied, if needed.

In the event of food contamination, first aid will be rendered, if needed, and parents and/or the health department will be contacted through the "all call" system.

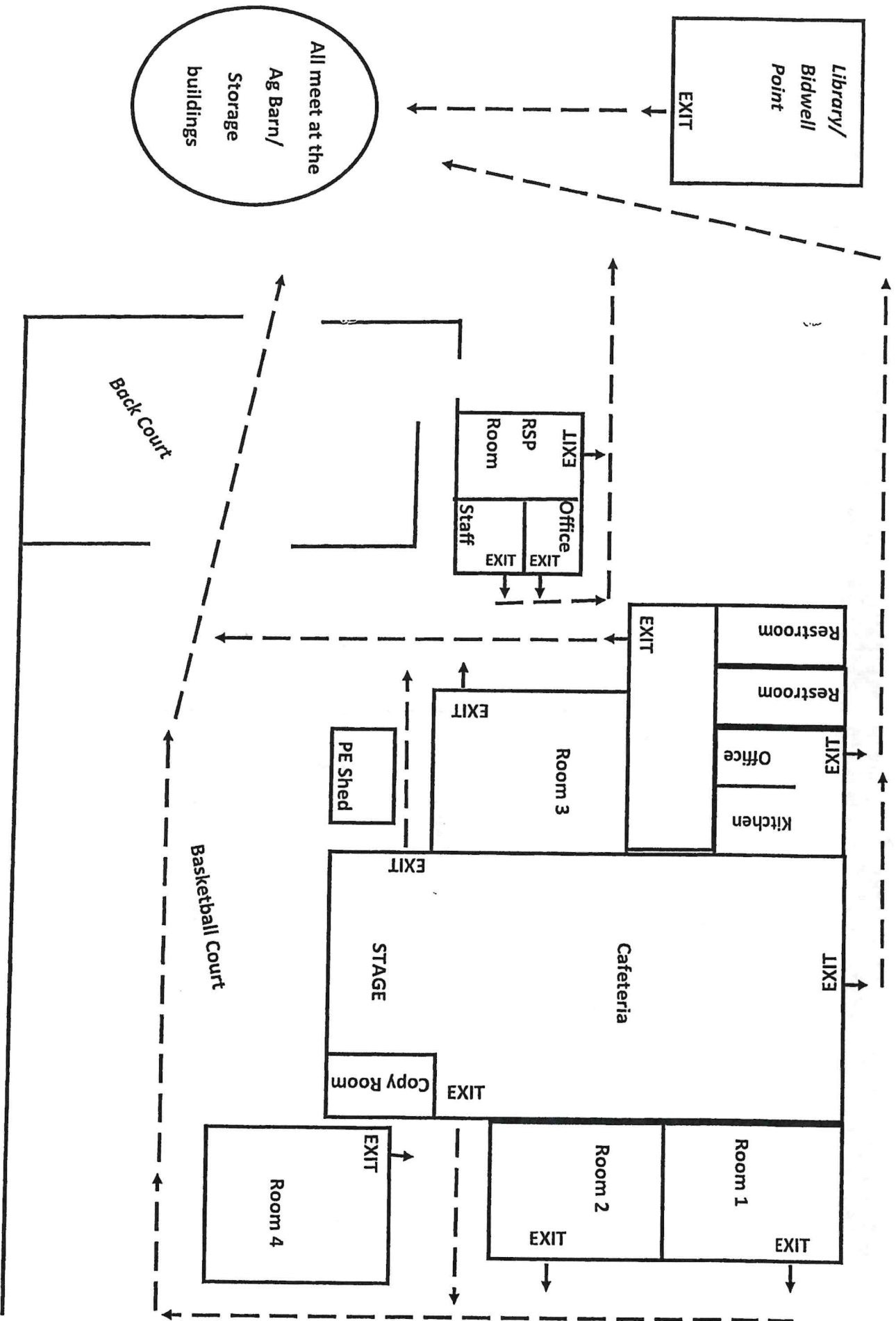
Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

The superintendent/principal, or teacher, will direct students to return to class and inform them that defiance may result in suspension. Students will also be informed that parents will be called, and if appropriate, law enforcement may be summoned. An effort will be made to listen to student concerns in order to de-escalate the situation.

Emergency Evacuation Map

Elk Creek Elementary School Emergency Evacuation Plan



Indian Valley Intermediate School Emergency Evacuation Plan

