

FREEDOM ELEMENTARY SCHOOL

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Comprehensive School Safety Plan for 2018-2019



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Strategies and Programs That Maintain a High Level of School Safety

Emergency Response Plan

Administration of the Plan

Assumptions and Purpose:

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

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

Levels of Emergencies:

There are three levels of emergencies:

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

Plan Implementation:

The Emergency Response Plan will be:

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

Hazard Assessment:

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

Staff Training:

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

On an annual basis:

Allocate time to formulate and maintain the specific teams.

Staff members designated for medical responsibilities will receive first aid and CPR certification as well as training in

triage. Certifications will be kept up-to-date.

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

Emergency Drills:

In accordance with state law:

- Drills will be initiated by announcement, uniform bell or air horn signals.
- Fire drills will be conducted on a monthly basis.
- “Drop, Cover, and Hold” drills will be held each quarter.
- Earthquake plans will be initiated on a rotating basis at least twice during each school year.

Together with the Emergency Response Plan and Incident Command System training of staff members, certain components have been provided each teacher and staff member to use during drills or an actual event. They are:

- SAFE and HELP placards to be placed in designated windows or hung on doors to signal safety or the need for help;
- ORANGE and GREEN Alert Vests to be worn when evacuating a classroom or building to signal to the Incident Commander the status of the class.

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

Evacuation Routes:

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

Parent Communication:

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

Student Release/Emergency File:

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

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

Communication:

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

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

General Emergency Procedures

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

How to and When to Lockdown:

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

How to and When to Shelter In Place:

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

How and When to Evacuate, Drop

Cover and Hold:

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

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

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

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

Multi-Hazard Reference Guide:

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

The Farmersville Unified School District has selected four signals:

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

Multi-Hazard Reference Guide

<p>SUDDEN SHAKING</p> <p>VIOLENT CRASH OR EXPLOSION</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Duck, Cover, and Hold! • Stay under table and chairs until shaking or noise stops. • Stay away from windows. • Do NOT pry open doors/windows. • Check for safest evacuation route. <p><u>If evacuating:</u></p> <ul style="list-style-type: none"> • Wear ORANGE or GREEN vest to signal safe evacuation or need for help. • Hang HELP or SAFE placard on outside of door handle. Do not lock doors. 	
<p>WHEN YOU HEAR</p> <p>FIRE ALARM</p> <p>OR</p> <p>ANNOUNCEMENT</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Stop! Check for safest route. • Go upwind from odor or smoke. • Evacuate to safest assembly area. • Need Help: Wear Orange Vest • All Safe: Wear Green Vest <p>WHAT YOU NEED:</p> <ul style="list-style-type: none"> • Clipboard • Class Roster 	
<p>WHEN YOU HEAR</p> <p>“LOCKDOWN”</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Close windows; lock doors. • Turn out lights. • Instruct students to sit on floor away from windows/ doors in small groups. • Do not release students; do not admit students. • Do not use telephones, cell phones, or intercom system. <p>WHAT YOU NEED:</p> <ul style="list-style-type: none"> • SAFE or HELP placards to place in window 	
<p>WHEN YOU HEAR</p> <p>“SHELTER-IN-PLACE”</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Close windows and doors. • Instruct students to only sit at desks. • Do not release students. • <i>Changes will be communicated.</i> <p>WHAT YOU NEED:</p> <ul style="list-style-type: none"> • SAFE or HELP placards to place in window 	
<p>WHEN YOU HEAR</p> <p>“ALL CLEAR”</p>	<p>DO THIS:</p> <ul style="list-style-type: none"> • Return to regular schedule. 	

Lockdown Procedures:

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

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

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

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

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

After Emergency:

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

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

Campus Disorder

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

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

1. Notify campus security and Call 9-1-1.
2. Notify main office.
3. Move students away from danger to nearest safe location.

Principal or Designee will:

1. If out of principal's or designee's control, the Site Incident Command Post will be activated and will:
 - a. Confirm call to 9-1-1 and campus security.
 - b. Contact District Office.
 - c. Assemble portions of the Incident Command Team as necessary (such as Security and Medical Teams).
2. Determine necessity of Lockdown or modified Lockdown.
3. If Lockdown is determined, signal teachers to lockdown in their classrooms or nearest safe building.
4. After students are safely in classroom, principal or designee will lock outside corridor and hallway doors of building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

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

After Emergency:

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

Procedures for Active Shooter/Lethal Assailant

Administrators:

1. Activate full lockdown procedures using any available method.
2. Call 911 and provide all known information including the following:
 - a. Location and number of assailants.
 - b. Description of assailants and any available weapon information.
 - c. Actions you are taking or have taken.
 - d. Known injuries to staff and/or students and locations of such.
3. Stay in contact with 911 if possible and safe to do so
4. If active shooter/lethal assailant is inside, evacuate immediate staff and other if safe to do so and order all persons on the exterior to move a safe distance from the campus.
5. If active shooter/lethal assailant is outside, secure all interior and exterior doors. Order all persons inside the school to take shelter in a room that can be secured and remained concealed until told otherwise by law enforcement.

Staff inside buildings will follow these procedures:

1. If in contact with a supervisor or other person of authority, follow his/her instructions.
2. Lockdown the classroom by doing the following:
 - a. Secure all doors leading from the classroom including those interconnecting to adjacent rooms.
 - b. Turn off all lights.
 - c. Restrict viewing into the room to the extent possible by pulling shades and /or covering windows.
 - d. Move all students to a location in the room where they are least likely to be observed through a window or by reflection.
 - e. Maintain silence to the degree possible.
3. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, or you fear there may be an attempt to do so, barricade the doorway(s) using any available objects.
4. If it appears an active shooter/lethal assailant may gain access to the classroom; use any available alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc...
5. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the shooter/assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.

Staff outside buildings will follow these procedures:

1. If in contact with a supervisor or other person of authority, follow his/her instructions.

IF THREAT IS BELIEVED TO BE ON THE EXTERIOR:

1. Enter the closest available building, ensure exterior door is secure, and if not an interior room, move to one if available. Lockdown the classroom/room by doing the following:
 - a. Secure all doors leading from the classroom including those interconnecting to adjacent rooms.
 - b. Turn off all lights.
 - c. Restrict viewing into the room to the extent possible by pulling shades and /or covering windows.
 - d. Move all students to a location in the room where they are least likely to be observed through a window or by reflection.
 - e. Maintain silence to the degree possible.
2. If it appears an active shooter/lethal assailant is attempting entry or is in the process of trying to enter the classroom, or you fear there may be an attempt to do so, barricade the doorway(s) using any available objects.
3. If it appears an active shooter/lethal assailant may gain access to the classroom; use any available alternate means of safe egress if possible, such as exterior windows, doors leading to the outside, etc...

4. If an active shooter/lethal assailant gains access to the classroom and loss of life appears imminent, take whatever action is believed necessary to neutralize the shooter/assailant and/or protect life. These actions may include giving others specific instructions intended to assist in their own protection.
5. If it is not safe or possible to enter a building to seek shelter then move in the opposite direction from where the threat is located. Continue to look for anything that will provide cover and concealment while moving away from the threat.

IF THREAT IS BELIEVED TO BE IN THE SCHOOL:

1. Immediately flee to the area to the closest area providing cover and concealment.
2. Evaluate the need to move further from the threat in order to increase safety.
3. Maintain custody of students to the degree possible.
4. When practical and safe to do so, contact 911 for instructions and to provide information on the threat.

Hostage/Barricaded Subject

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

1. If able, call campus security and 9-1-1.
2. Notify main office.
3. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Call or confirm call to campus security and 9-1-1.
2. Initiate Lockdown.
3. Activate Site Incident Command Post which will:
 - a. Call or confirm call to Campus Security and 9-1-1.
 - b. Contact District Office.
 - c. Assemble portions of the Incident Command Team, as necessary.
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. After students have been assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will follow Lockdown procedures:

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

After Emergency:

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

Threatening Intruder

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

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

1. Call campus security and 9-1-1.
2. Notify main office.
3. Evacuate nearby students to nearest safe location.

Principal or Designee will:

1. Attempt to confirm that an actual threatening intruder is on campus and determine if weapons are present.
2. If out of principal's or designee's control, activate Site Incident Command Post which will:
 - a. Call or confirm call to campus security and 9-1-1.
 - b. Contact District Office.
 - c. Assemble portions of the Incident Command Team, as necessary.
3. Initiate Lockdown.
4. Disconnect school television system in classrooms so news coverage is not available to unwanted sources.
5. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all school activities until emergency personnel arrive.

Teachers will follow Lockdown procedures:

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

After Emergency:

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

Shelter in Place Procedures:

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

Upon notification the Principal or Designee will:

1. Notify teachers and staff of Shelter In Place.
2. Activate Site Incident Command Post which will:
 - a. Contact emergency personnel, as needed.
 - b. Contact District Office.
 - c. Implement portions of the Incident Command Team to address current situation (such as turning off HVAC (air handling) systems, check for safe evacuation routes, etc.)
3. Consider evacuating students to nearest safe location.
4. Control all site activities until further help arrives.

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

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

After Emergency:

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

Air Pollution

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

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

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

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

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

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

Biological/Chemical Threat

During Emergency

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

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

Follow these directions:

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

Principal or Designee will:

1. Activate Site Incident Command Post, who will:
 - a. Call 9-1-1 (Fire/HazMat).
 - b. Notify District Office.
 - c. Implement portions of the Incident Command Team, as necessary.
2. Keep area isolated until emergency unit arrives.
3. With advice of District Emergency Operations Center, consider Shelter In Place or need for evacuation.
4. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

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

After Emergency:

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

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

Chemical Spill/Toxic Emissions

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

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

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

Principal or Designee will:

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

Teachers will:

1. Shelter In Place and wait for principal's or designee's direction to evacuate.
2. Turn off air handling system and cover vents with emergency blankets, using double sided tape. This will impede the gaseous air from entering the room.
3. If air quality is extremely compromised, provide a wet cloth or towel and instruct students to place it over the nose and mouth. Instruct students to breathe in short, quick shallow breaths.
4. Do not release students for any reason unless authorized by on-site emergency personnel or school administrators.
5. If directed to evacuate, follow procedures and:
 - a. Wear orange or green vest to indicate classroom status;
 - b. Be ready to report any missing, extra or injured students.
6. If evacuating or Sheltering In Place utilize SAFE or HELP signals. If evacuating hang signal on door; if sheltering-in tape to inside of window.
7. When able, check "buddy" for safety.
8. When able initiate extra duties as assigned.

After Emergency:

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

Severe Wind/Weather

When severe winds occur, Principal or Designee will immediately:

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

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

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

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

After Emergency:

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

Stinging Insects

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

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

Principal or Designee will:

1. Initiate Shelter In Place.
2. Activate Site Incident Command Post which will:
 - a. Call 9-1-1, if necessary.
 - b. Contact District Office.
 - c. If necessary assemble portions of the Incident Command Team.
3. Be prepared to evacuate students and staff to safer locations.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

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

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

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

After Emergency:

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

Utility Failure/Temperature Stress

When any utility fails a variety of consequences can result. Power outages that cause extreme heat or cold. If prolonged for more than one hour, students are at risk. Classrooms should be maintained at a level that is not less than 65° F and not more than 85° F. A natural gas or propane leak, no matter how small, should be treated as a potential explosion hazard. Leaks are typically detected by smelling a strong odor associated with natural gas or propane.

When electricity fails, Principal or Designee will:

1. Call Utility Company to report outage; determine when the power will be restored.
2. Implement portions of the Incident Command Team to assist with items such as student care and distribution of long-term supplies.
3. Notify District Office if outage exceeds one hour to determine release of students.
4. If Evacuation or Shelter In Place is necessary follow plans; guide teachers using megaphone or personally notify room-by-room.

If a gas/propane leak is reported, Principal or Designee will:

1. Notify Utility Company.
2. Implement portions of the Incident Command Post to:
 - a. Shut off main gas line.
 - b. Notify District Office.
 - c. Determine necessity of evacuation or Shelter In Place.
3. Activate Shelter In Place or evacuation.
4. If evacuating, guide teacher through alternate evacuation routes, if necessary.

For temperatures rising above 85° F teachers will follow procedures for Shelter in Place:

1. Close all window coverings and open all interior classroom and office doors for ventilation.
2. If there are no window coverings, consider using emergency blankets and double-sided tape as insulation in the windows.
3. Monitor physical activities.
4. Use water and ice sparingly.
5. When able, check status of "buddy".
6. When able, report any missing or extra students.
7. When able, initiate extra duties as assigned.

If directed to evacuate follow procedures:

1. Wear orange or green vest to signal status of classroom and be ready to report any missing, extra or injured students.
2. When able, check safety of "buddy".
3. When able initiate extra duties as assigned.

For temperatures below 65° F teachers will:

1. Close all window coverings and doors to retain heat.
2. Instruct students to wear available sweaters, sweatshirts, jackets, etc.
3. Instruct students to gather into small groups and use thermal blankets as extra insulation.
4. Consider organizing classroom activities requiring body movement.
5. Follow directions given by the principal or designee.

After Emergency

1. Facilities and Maintenance Departments (with cooperation of County and City Utility Companies) will inspect all gas, electrical and telecommunications systems to ensure they are in proper working order.

2. Principal or designee will notify teachers when power is restored or odor of gas is rectified.
3. Students may return to normal schedule
4. If student release is necessary, follow release plan.

Evacuation Procedures:

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

Principal or Designee will immediately:

1. If necessary, confirm incident.
2. Call to 9-1-1.
3. If necessary activate portions or all of the Site Incident Command Post which will:
 - a. Call or confirm call to 9-1-1, if necessary
 - b. Contact District Office
 - c. Assemble teams according to event.
4. Check assembly areas for safety; decide on main or alternate assembly area.
5. Check evacuation routes for safety and determine safest routes for students.
6. Stay in control of all site activities until the arrival of emergency personnel.
7. When classrooms have reported to the assembly area, visually assess status of groups by locating teachers wearing green and orange vests; assist those teachers wearing orange vests *first*.

Upon first indication of disturbance, Teachers will:

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

Drop, Cover & Hold and Procedures:

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

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

If you are in a classroom:

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

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

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

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

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

Aircraft Accident

If you are witness to an airplane accident:

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

When accident occurs, Principal or Designee will immediately:

1. Activate Site Incident Command Post which will:
 - a. Call 9-1-1.
 - b. Contact District Office.
 - c. Assemble portions of Incident Command team that may be able to assist with small fires or injuries.
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

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

After Emergency:

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

Bomb Threat

If a threat is received by telephone:

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

If a written threat is received:

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

The Principal or Designee will:

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

Teachers will:

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

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

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

Note: Unusual or suspicious objects may be:

- An antenna sticking out of a back pack;
 - A particular student that normally carries a nice quality back pack is carrying a different appearing one, either color or quality;
 - A back pack that is ticking;
 - A troubled student has left a backpack in the room and hasn't been seen for a while.
7. Wear orange or green vest to signal status of classroom; be ready to report missing, extra or injured students.
 8. When able, check "buddy" for safety.
 9. When able, initiate extra duties as assigned.

After Emergency:

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

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

Earthquake

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

At first indication of ground movement, all staff will:

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

The Site Principal or Designee will:

1. Following initial ground movement activate the Site Incident Command Center which will:
 - a. If able call 9-1-1 to report immediate damage.
 - b. Contact the District Emergency Operations Center to establish communication.
 - c. Begin assembling teams at the Incident Command Post.
2. Oversee all activities of organizing teams.
3. Meet with Team Leaders to establish Incident Action Plan.
4. Determine safe evacuation with Operations Team Leader and supporting teams, analyzing safest routes; if necessary discuss Search and Rescue procedures and begin to develop strategies.
5. With the assistance of Team Leaders, begin implementing the Emergency Plan, (i.e., shelter, first aid, student release, etc.)

Teachers (*in the classroom*) will:

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

15. When able, initiate extra duties as assigned.

Teachers and Staff (*within the building*):

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

Teachers and Staff (*outside the building*):

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

After Emergency

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

Flood

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

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

Teachers will:

1. If evacuation is ordered, follow plan. Follow instructions of principal or designee.
2. If evacuating wear orange or green vest to signal status of classroom.
 - a. Be prepared to report missing, extra or injured students.
3. When able, check "buddy" for safety.
4. When able, initiate additional duties as assigned.

After Emergency:

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

Fire/Explosion

If a fire or explosion occurs:

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

The Principal or Designee will:

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

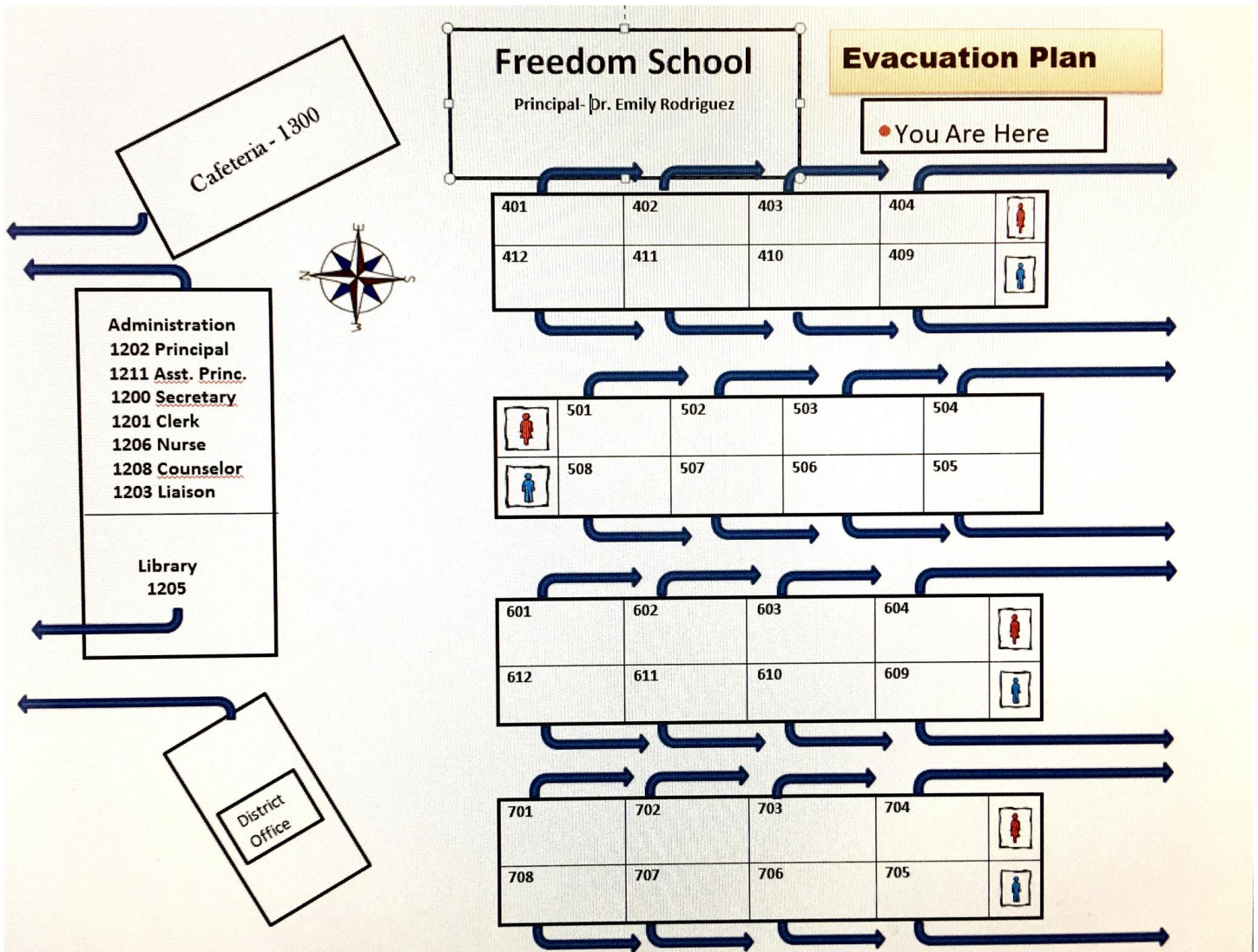
Teachers will:

1. Upon signal for evacuation, check first for safest evacuation route to assembly area.
2. When evacuating, wear orange or green vest to communicate status of class.
 - a. Be ready to report missing, extra or injured students.
3. Place SAFE or HELP sign on outside of closed door; use tape or hang on door handle. Do not lock door.
4. When able, check safety of "buddy".
5. When able, report any missing, injured or extra students.
6. When able, initiate additional duties as assigned.

After Emergency

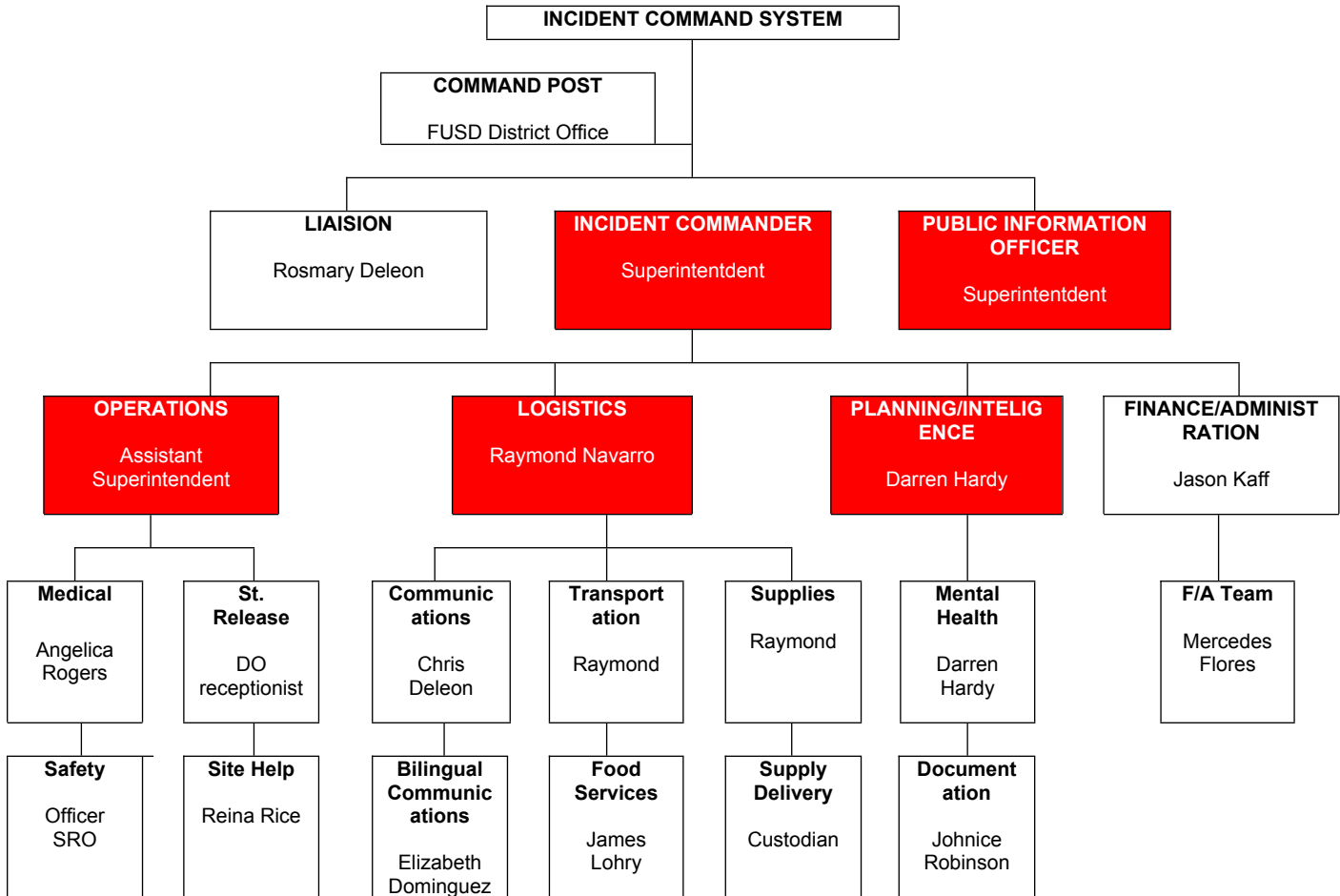
1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow release plan.
4. Be prepared to provide input to *After Action Report* that will be provided by Principal or Designee.

School Evacuation Map for Freedom Elementary School

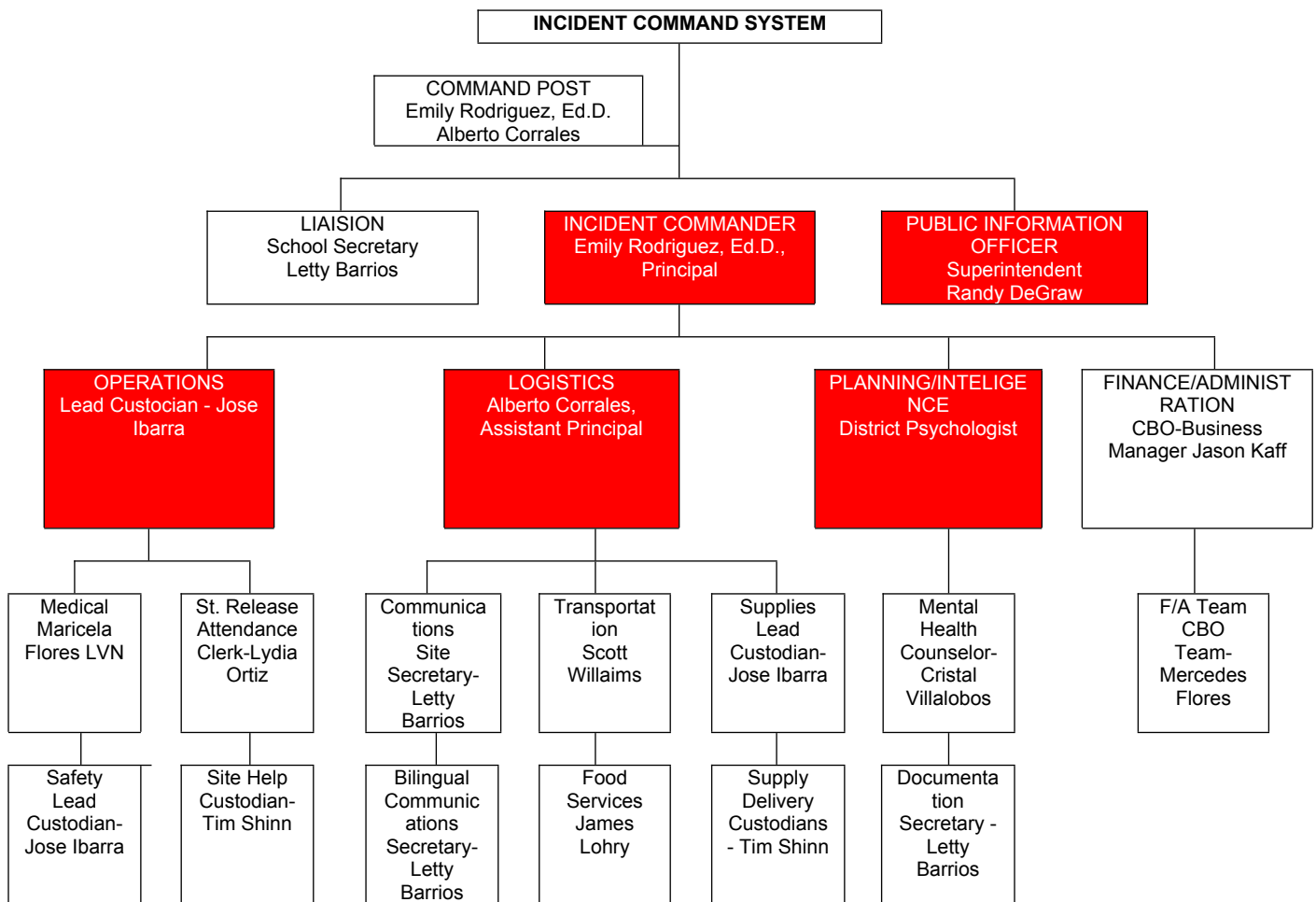


Farmersville Unified School District - Incident Command System Structure

District Assignments:



School Assignments:



Emergency Telephone Numbers

This list will be updated on an annual basis and be provided to all key persons.

Name of Organization	Telephone Numbers
Fire, Medical Aid	559-747-0791
District Office	559-592-2010
Fire Department	559-747-0791
Local Police Department	559-747-0321
Sheriff Department	559-733-6211
Hospital	559-624-2000
Nearest Emergency Assistance	559-624-2000
California Highway Patrol	559-734-6767
English Radio Station: Q97.1 KJUG AM/FM 1270 KBOS FM 95	559-497-1100 559-553-1500 230-4300
Spanish Radio Station: KFSO 92.9	559-230-4300
Clergy/Counselor: Matt Sisk <i>TCOE Mental Health Crisis Hotline 559-730-9922</i>	559-553-3908
Gas & Electric	1-800-743-5000
SCE	1-800-655-4555
Water Company	559-747-3330
The Gas Company	1-800-743-5000
The American Red Cross	559-455-1000

Emergency Forms and Letters

Yearly Letter to Parents:

Dear Parents:

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

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

In the event of a major emergency or disaster, information will be given primarily through our **Teleparent** phone notification system, as well as local radio stations: **580 KMJ Radio** and **92.5 KUFW Radio Campesina**.

District Release Policy

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

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

We ask for your help in the following ways:

- Do not call the school. We will contact you, if necessary. It is essential that telephone lines be kept open for emergency calls. Turn to the above radio stations for more information.
- Do not drive to the school. The school access routes and street entrances must remain clear for emergency vehicles. We will notify you through our Teleparent phone notification system when safe access is recommended.

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

We suggest that you meet with your immediate family and develop an emergency plan. There are several free publications available to assist you. Please call the local chapter of the American Red Cross at 732-6436 or visit them online at www.redcross.org. More information can be found at www.fema.org

If you have any questions or comments regarding our emergency preparations, please call the school office.

Sincerely,

Principal
Emily Rodriguez, Ed.D.

Estimados padres:

Preparación para la seguridad de su estudiante cuando en la escuela, es una responsabilidad importante de nuestro personal. Todas las escuelas y centros de desarrollo del niño tienen un plan del desastre. Preparan al director y al personal para tomar decisiones pronto y responsables en cualquier situación que podría amenazar a la seguridad de los estudiantes.

La necesidad de cerrar las puertas, tener un lugar seguro, evacuar estudiantes, o que la escuela cierra antes de la hora regularmente. Esto podría presentarse de una emergencia relativamente de menor importancia tal como una interrupción prolongada de la energía o de un gran evento tal como un incidente violento en campus de la escuela, un terremoto, o tormenta severa. Durante estas épocas, la comunicación y/o el transporte pueden ser interrumpidos.

En caso de emergencia importante o de desastre, la información será dada sobre todo a través de nuestro sistema de la notificación del teléfono de **Teleparent**, así como estaciones de radio local: **KMJ 580 AM Radio** de las noticias y **92.5 KUFW Campesina**.

La póliza de lanzamiento del distrito

- No se despedirá a ningún estudiante de escuela a menos que un padre (o el individuo señalado por un padre) venga para él/ella.
- No se lanzará a ningún estudiante a otro del pariente o de bebé canguro de la persona, incluso, a menos que haya permiso de escritura a ese efecto o esa persona particular es mencionada en la tarjeta de la emergencia del estudiante que se encuentran en nuestros archivos y puede identificar él/ella misma. Si cualquiera de su información de contacto cambia durante el año, visite por favor la oficina para poner al día la tarjeta de la emergencia.
- Todos los padres o personas señaladas que vienen para los estudiantes deben firmar a sus estudiantes hacia fuera en la oficina, a menos que sean dirigidos a otra parte en campus por las muestras fijadas.

Por favor sea confiado, nosotros estamos preparados para cuidar su estudiante en situaciones de emergencia. Entrenan en las áreas de los primeros auxilios, búsqueda y localizan a los miembros de nuestro personal, y seguridad del estudiante para asegurarse de que todas sus necesidades de los estudiantes serán cubiertas. Comunicaremos con servicios de emergencia locales. Serán informados de nuestro estado actual y de la necesidad de recursos adicionales.

Pedimos su ayuda de las maneras siguientes:

- No llame a la escuela. Le entraremos en contacto con, en caso de necesidad. Es esencial que las líneas telefónicas estén mantenidas abiertas para las llamadas de emergencia. Dé vuelta a las estaciones de radio antedichas para más información.
- No conduzca a la escuela. Las rutas de acceso de la escuela y las entradas de la calle deben seguir siendo claras para los vehículos de la emergencia. Le notificaremos a través de nuestro sistema de la notificación del teléfono de Teleparent cuando se recomienda el acceso seguro.

Durante el año escolar, entrenarán a su niño en los procedimientos de emergencia necesarios. Cada uno aprenderá cómo reaccionar, donde montar, y qué a esperar en una situación de emergencia.

Sugerimos que usted encuentre con su familia inmediata y desarrollamos un plan de emergencia. Hay varias publicaciones libres disponibles para asistirle. Llame por favor el capítulo local de la Cruz Roja americana en 732-6436 o visítelas en línea en www.redcross.org. Más información se puede encontrar en www.fema.org

Si usted tiene algunas preguntas o comentarios con respecto a nuestras preparaciones de la emergencia, por favor llame a la oficina de escuela.

Sinceramente,

Principal
Emily Rodriguez, Ed.D.

Bomb Threat Checklist:

Bomb Threat Checklist

If you receive a bomb threat by telephone, more than likely you will not have this checklist by your side. Please read thoroughly to familiarize yourself with the things you will be asked to identify and verify after the threat is received.

Call Received by: _____

Time: _____

Date: _____

Ask These Questions

Where is the bomb? _____

What kind of bomb is it? _____

When will it go off? _____

What size is the bomb? _____

Why are you doing this? _____

Evaluate

____ Man

Intoxicated/Drugged

____ Woman

Speech Impediment

____ Boy

Girl

Ethnic Characteristics (Accent, Dialect) _____

Other _____

Listen For Background Noise

Music – What kind? _____

Machinery – What kind? _____

TV/Radio _____

Weather (Wind, Rain) _____

Street Noise – What kind? _____

Office Noise – Typing/Telephones, etc. _____

Babies/Children _____

People Talking in Background _____

Airplane _____

Other _____

EXACT WORDING OR PHRASES USED BY CALLER

Verification of Emergency Drills:

Verification of Emergency Drill

Name of School: Freedom Elementary School

School Year: 2018-2019

In accordance with State law, fire drills will be conducted on a monthly basis in grades K-8; twice annually in grades 9-12. Drop, Cover, and Hold Drills (for Earthquake and other campus disturbances) will be held each quarter for elementary schools and once each semester for secondary schools.

Record your drills using the following table:

Date and Time	Fire Drill	Drop, Cover and Hold Drill	Lockdown Drill	Administrator's Signature
August 16,			X	Alberto Corrales
August 17,	X	X		Alberto Corrales
Sept. 7, 2018;	X			Alberto Corrales
Oct. 19, 2018;	X	X		Alberto Corrales
Nov 2, 2018;	X			Alberto Corrales
Dec 11, 2018;	X		X	Alberto Corrales
Jan 11, 2019;	X	X		Alberto Corrales
Feb 20, 2019;	X			Alberto Corrales
March 15,	X	X	X	Alberto Corrales
April 5, 2019;	X			Alberto Corrales
May 17, 2018;	X			Alberto Corrales

ATTACH ANY VERIFICATION OF DRILLS SUCH AS CLASSROOM CHECK-IN ROSTERS

Safety Inspection Checklist

Note: Site Safety Inspections must be performed monthly & Playground Equipment/Grounds every Monday.

This checklist is intended as a guide. Please look for other unsafe conditions and report them so that corrective action can be taken immediately.

Playground Equipment

1. Swing sets securely anchored
2. Swing set seals, chains and hooks in safe condition
3. Backstops securely anchored
4. Backstop fencing in safe condition
5. Wood equipment free of splinters and dry rot
6. Teeter totters, merry-go rounds and slides free of cracks and sharp edges
7. Slides securely anchored; ladders secure; treads in good condition
8. Climbing apparatus securely anchored
9. Climbing apparatus free of sharp edges
10. Bolts, fasteners and pivotal connectors of wear on all equipment
11. Cushioning material under all equipment

Grounds and Fields

1. Blacktop, play courts and sidewalks free of holes or cracks
2. No dirt or water flowing on sidewalk
3. Area free of debris and broken glass
4. Shrubs and trees – no branches hanging over walkways
5. Fencing free of sharp corners and edges
6. Fields level, free of holes and foreign objects
7. Sprinklers in proper repair and not protruding

S = Satisfactory

Describe any unsafe conditions not listed above:

Have work orders issued for correction of unsatisfactory conditions? List work order date:

S N

Multi-use Rooms/Gymnasiums

1. Stairs, ramps, floors and aisles kept clean and dry
2. Floors free of tripping hazards
3. Sealing free of splinters, torn upholstery, or loose hardware
4. Bleacher seals and steps in good condition
5. Stage rigging, ropes, block and tackles in good repair
6. Stairs equipped with treads and handrails
7. Exits properly marked/exit lights working
8. Emergency Lighting system operating properly

Classrooms

1. Chairs, tables in good shape
2. Electrical cords and plugs in good shape
3. Furniture not blocking exits or fire extinguishers

Miscellaneous

1. All fire extinguishers properly maintained/charged
2. First aid kits properly stocked
3. Hallway exits properly marked
4. Access to electrical, gas and water shut offs obstructed
5. Emergency eye wash stations up-to date

N = Unsatisfactory

School: **Signature:** _____

Date:

Student Release Authorization Form:

Student Release Authorization Form

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

We request the following students (LIST NAMES):

1.	2.
----	----

be released to me/us

(Print Your Name(s))

Relationship to Student

Our Intended Destination Is _____
(Location, Including Address)

Requestor Signature _____

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

Teachers Signature

TO BE COMPLETED BY STUDENT RELEASE TEAM

Student Name _____

- ☐ The above named student(s) was released to a person(s) named on the student Emergency Card.
- ☐ The above named student(s) was released to a person(s) not listed on the student Emergency Card.
Student(s) knew the person requesting the release

Date of Release _____

Time of Release _____

Curriculum That Emphasizes Prevention and Alternatives to Violence

Character Counts!sm

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

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

Trustworthiness - Be honest

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

Respect - Treat others with respect; follow the Golden Rule

- Be tolerant of differences
- Use good manners, not bad language
- Be considerate of the feelings of others
- Don't threaten, hit or hurt anyone
- Deal peacefully with anger, insults and disagreements

Responsibility – Do what you are supposed to do

- Persevere: keep on trying!
- Always do your best
- Use self-control
- Be self-disciplined
- Think before you act — consider the consequences
- Be accountable for your choices

Fairness – Play by the rules

- Take turns and share
- Be open-minded; listen to others
- Don't take advantage of others
- Don't blame others carelessly

Caring – Be kind

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

Citizenship – Do your share to make your school and community better

- Cooperate
- Get involved in community affairs
- Stay informed; vote
- Be a good neighbor
- Obey laws and rules

- Respect authority
- Protect the environment

Gang Resistance Education and Training [G.R.E.A.T.] Program

The *Gang Resistance Education and Training* program educates students in grade 4 and 6 and is taught by the same police officers that teach the D.A.R.E. program. While many of the goals are the same as D.A.R.E., the G.R.E.A.T. program helps youths avoid gang membership, prevent violence, and develop positive relationships with law enforcement. The officers teach lessons focused on personal skills, resiliency skills, resistance skills and social skills.

Prevention and Intervention Strategies That Promote Drug-Free Schools

Community Relationships

Farmersville Unified School District has teamed with the Farmersville Police Department to promote positive relationships with law enforcement. The School Resource Officer program serves students in grade K-12 on middle school campuses and is staffed by two full time police officers. The goals of the program are for the officers to be a resource to the school, students, and community. The School Resource Officers develop relationships with families, counsel students, and enforce the rules of the school and laws of the community.

Procedures for Complying With Existing Laws Related to School Safety

Child Abuse Reporting Procedures

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

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

Employees who are mandated reporters are obligated to report all known or suspected incidents of child abuse and neglect. The reporting duties of mandated reporters are individual and cannot be delegated to another person. Mandated reports shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Child abuse or neglect includes the following:

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

Child abuse or neglect does not include:

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

Initial Telephone Report

In cases of suspected child abuse or neglect, the principal or designee is notified immediately. As soon as practicably possible, a report is made by telephone to Child Protective Services and the police department. When the report is made, the reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. **The phone number for CPS is 1-800-331-1585.**

Written Report

Within 24 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to CPS a written report that includes a completed Department of Justice form. **The address for Child Protective Services is 300 W. Mineral King, Suite B, Visalia, CA 93291.**

Suspension and Expulsion Policy

Suspension

Suspension is the temporary removal of a pupil from regular classroom instruction or from school as initiated by a teacher of administrator for adjustment purposes.

A teacher may suspend any pupil from his or her class for the remainder of that day and the following day. A teacher may also refer a pupil to the principal or designee for consideration of a suspension from the school. The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for no more than five consecutive school days unless the suspension is extended pending expulsion.

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used violence against another person.
- b. Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully ordered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person *another* liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by pupil of his/her own prescription products.
- i. Committed an obscene act or engage in habitual profanity or vulgarity.
- j. 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, meaning a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050.

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

1. Sexual Harassment – Conduct considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.
2. Hate Violence - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence [injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender or sexual orientation.
3. Hazing/Bullying/Harassment – Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity

or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering.

4. Hostile Educational Environment – Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
5. Terrorist Threats – Made terrorist threats against school officials and/or school property.

Expulsion

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

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

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

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

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

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

Suspensions/Expulsions and Truancy			
School	15-16	16-17	17-18
Suspensions Rate	9.0	11.6	8.3
Expulsions Rate	0.2	0.0	0.0
Truancy Rate	15.70	4.0	21.37

Procedures to Notify Teachers of Dangerous Pupils

Farmersville Unified School District Notification to Teacher of Student Conduct _____ School Year

Student _____ Sex _____ DOB _____ Grade _____ Date of Incident _____

To Student's Teacher(s): The above named student has engaged in, or is reasonably suspected to have engaged in, one or more of the acts indicated below. You are being provided with notification of the student's conduct pursuant to the requirements of Education Code Section 49079. You may review the student's records if you need more specific information. Any information provided pursuant to this notice shall be received in confidence for the limited purpose for which it was provided. Further dissemination is prohibited.

STUDENT INCIDENT (E.C. 48900)

- a. _____ Caused, attempted to cause, or threatened to cause physical injury to another person.
_____ (Circle if applicable:) Mutual Combat 1 Battery 2
- b. _____ Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. _____ Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. _____ Unlawfully offered, arranged, or negotiated to sell any controlled substance as 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, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. _____ Committed or attempted to commit robbery or extortion.
- f. _____ Caused or attempted to cause damage to school property or private property.
- g. _____ Stole or attempted to steal school property or private property.
- h.* _____ Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. *(Teacher notification not required for this incident.)
- i. _____ Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. _____ Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. _____ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l. _____ Knowingly received stolen school property or private property.
- m. _____ Possession of an imitation firearm.
- n. _____ Committed or attempted to commit a sexual assault or committed a sexual battery.
- o. _____ Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- .2 _____ Committed unwelcome sexual advance, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, as defined in Education Code Section 212.5. This section only applies to grades 412. (E.C. 48900.2)
- .3 _____ Caused, threatened to cause, or participated in an act of hate violence. This section only applies to grades 412. (E.C. 48900.3)
- .4 _____ Harassment, threats, or intimidation that is so severe that it actually causes, or can reasonably be expected to cause, material disruption of classwork, substantial disorder, and the invasion of the rights of student(s) by creating intimidating or hostile education environment. This section only applies to grades 412 (E.C. 48900.4)
- .7 _____ Has made terroristic threats against school officials or school property, or both. (E.C. 48900.7)

RECORD OF TEACHER REVIEW			
Date	Signature	Date	Signature
Date	Signature	Date	Signature

Date	Signature	Date	Signature
Date	Signature	Date	Signature

Discrimination and Harassment Policies

Discrimination Policy

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

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

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

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

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

Student Sexual Harassment Policy

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

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

Definition

Committed sexual harassment as defined in Education Code 212.5. Pursuant to Education Code 48900.2, the conduct constitutes harassment if it would be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

Instruction/Information

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

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

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment

involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint. In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Director of Personnel or the Superintendent or designee.

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

Disciplinary Measures

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

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

Record Keeping

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

Prohibited Sexual Harassment Conduct

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

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

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

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

Notifications

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

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

Complaint Procedure

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

Investigation of Complaints At School (Site-Level Grievance Procedure)

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

this follow-up.

Enforcement

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

Appeal to The Board of Trustees

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

General Harassment Policy

It is the policy of the Farmersville Unified School District to provide fair and equal treatment to all staff members. In an effort to advance this policy, we have found it necessary to formulate a statement regarding harassment. Harassment creates a negative work environment and affects the work performance of all employees.

1. Pursuant to Education Code section 212.5, unwelcome advances, requests for favors, and other verbal, visual or physical conduct constitute harassment when:
 - A. Submission to the conduct is made either an explicit or implicit condition of employment, status or promotion.
 - B. Submission to, or rejection of, the conduct is used as the basis for an employment decision affecting the harassed employee.
 - C. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
 - D. Submission to, or rejections of, the conduct is the basis for any decision affecting the benefits, services, honors, programs or other available activities.
2. Unlawful harassment may take many forms, including but not limited to:
 - A. VERBAL CONDUCT such as epithets, derogatory comments, slurs or unwanted advances, invitations or comments.
 - B. VISUAL CONDUCT such as derogatory posters, cartoons, drawings, or gestures.
 - C. PHYSICAL CONDUCT such as assault. Blocking normal movement, or interference with work directed at you because of your sex or other protected basis.
 - D. THREATS AND DEMANDS to submit to sexual requests in order to keep your job or avoid some other loss, and offers of job benefits in return for sexual favors.
 - E. RETALIATION for having reported the harassment.
3. Any person believing he/she is a victim of harassing behavior should notify the Assistant Superintendent of Personnel or a District Office Management person unassociated with the employee's assigned worksite. The Assistant Superintendent of Personnel or the District Office Management Person will:
 - A. Fully inform the employee of his/her rights.
 - B. Appoint a three (3) member committee to immediately conduct a thorough, objective and complete investigation of the alleged harassment, report the committee findings to the Superintendent, or the Board of Education if the Superintendent is the accused harasser, who must make a determination about whether unlawful harassment occurred and communicate this alleged finding to the harasser and any other concerned party; and the Superintendent of the Board of Education will take prompt and effective remedial action if harassment has occurred. The action must be commensurate with the severity of the offense and be made known to the victim.

ALL HARASSING BEHAVIOR IS CONSIDERED MISCONDUCT AND MAY SUBJECT AN EMPLOYEE TO DISCIPLINARY ACTION AND/OR IMMEDIATE TERMINATION.

Special privacy safeguards will be applied in handling harassment complaints. To the extent feasible, the identity of the charging party

and the person accused of harassment will be kept confidential.

Anti-Bullying Policies

FUSD Bullying Policy 2018-19
BP 5131.2(a)

BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Farmersville Unified School District Dress Code

General Guidelines

1. Dress and Appearance Standards. Dress and appearance standards are in effect during all times at school, on the way to school, on the way home from school, at any school function or activity regardless of location, and at any other district campus and/or function.
2. Student May Not Remain in the Classroom. A student may not remain in the classroom dressed in a manner which (1) creates a safety hazard for said student or for other students, (2) constitutes a serious or unnecessary distraction to the learning process, (3) tends to disrupt the campus order, or (4) is in conflict with the district's goals and philosophy regarding the prevention of substance abuse and gang activity.
3. Required to Change to Accepted Dress. Students that wear unacceptable clothing will be required to change to accepted dress. All time missed from class due to unacceptable dress may be made up in detention.

Requirements

CLOTHING – Shoes must be worn at all times. Shoes with no back strap, flip flops, cleats, high heels, or sock like slippers are not allowed. All wearing apparel must be of a size that is considered normal for the child. Oversized clothing will not be allowed.

Items NOT Allowed

- Pants, shorts or cutoffs that are oversized, without hems, frayed and slit up the side, sag or don't fit at the waist, or have excessively large legs.
- Oversized tops, tube tops, backless dresses, mini-skirts, see-through tops, fish net, half tops, muscle shirts, undershirts, and tank tops with large armholes. No bare midriffs will be allowed.
- Lycra stretch or other excessively tight or revealing clothing.
- Any clothing worn inside out.
- Any clothing that exposes posteriors or undergarments.

ACCESSORIES – Jewelry or accessories that are disruptive or that might cause a health or safety hazard may not be worn.

Items NOT Allowed

- Head coverings - hats, caps, nets
- Exception: Hats may be worn outside only and solely for the purpose of sun protection. Hats shall be made of pliable canvas material with a 3 – 5 inch brim around the entire circumference of the hat. They may not sport an insignia, other than the school insignia. Hats, by nature of the color, arrangement, trademark, or any other attribute, that denote membership in gangs, or which advocate racial, ethnic, or religious prejudice, drug use, violence, intimidation or disruptive behavior are prohibited.
- Initialed belt buckles, wallets with attached chains, hanging belts, suspenders, straps hanging off the shoulders.
- Hoop earrings larger than a dime, nose rings, facial or body studs.
- Glasses, other than prescription (inside buildings)

OTHER ITEMS NOT ALLOWED

- Tattoos are not allowed. A student with gang-related tattoos will be placed in an alternative program. Other permanent tattoos must be covered at all times. Temporary tattoos will be removed before the student is allowed in class.
- Altered eyebrows, hair colors and/or styles that disrupt student education will not be allowed.
- Words or pictures that are not appropriate for the school environment may not be worn on clothing. (Examples include obscenities, symbols representing alcohol, drugs or tobacco, gang colors, gang materials, gang behavior, weapons, sexually explicit words or pictures, tagging or violence.) Words and pictures on all garments may not be altered in any way. Words and pictures may not be added to plain garments.
- All clothing and materials with Old English or similar lettering will not be allowed.
- Makeup, fake or acrylic nails are not allowed in grades kindergarten through six.
- Before purchasing clothing and materials, parents are strongly urged to consider the possible gang implication of all clothing with logos or insignias.

It is not our purpose to dictate specific dress, but rather to ensure that our students will be dressed in such a way as to maximize their school experience. Decency and safety are the guidelines by which the principal will make all decisions regarding clothing.

Positive School Climate/Safe and Orderly Learning Environment

PURPOSE, MISSION AND GOALS OF PLAN

Purpose

This Basic Plan outlines Freedom Elementary School's approach to emergency management and operations. It has been developed to assist Freedom Elementary School to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

Mission and Goals

The mission of Freedom Elementary School in an emergency/disaster is to:

1. Protect lives and property
2. Respond to emergencies promptly and properly
3. Coordinate with local emergency operations plans and community resources
4. Aid in recovery from disasters

The goals of Freedom Elementary School are to:

1. Provide emergency response plans, services, and supplies for all facilities and employees
2. Ensure the safety and supervision of students, faculty, staff and visitors to the school.
3. Restore normal services as quickly as possible
4. Coordinate the use of school personnel and facilities
5. Provide detailed and accurate documentation of emergencies to aid in the recovery process

ELEMENTS OF THE SAFETY PLAN

Pursuant to Education Code 35294.1, as added by SB 187, either the district wide or the school safety plan must include the components listed below and this plan shall include but not be limited to the following:

1. An assessment of the status of school crime committed on campuses and at school-related functions.
2. Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following: a) Child abuse reporting procedures consistent with Penal Code 11164; b) Disaster procedures, routine and emergency; c) Policies pursuant to Education Code 48915 (d) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
3. Suspension and Expulsion Policies.
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079.
5. Discrimination and harassment policies.
6. Provisions of any school-wide dress code, pursuant to section 35183 that prohibits pupils from wearing "gang-related apparel".
7. Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
8. A safe and orderly environment conducive to learning at the school.
9. The rules and procedures of school discipline.
10. Hate crime reporting procedures.
11. Injury and Illness Program.
12. Crisis Plan.

Among the strategies for providing a safe environment, the plan may also include:

1. A positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution.
2. Disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and

consequences for violations.

3. Curriculum that emphasizes prevention and alternatives to violence. This curriculum may include multicultural education, character/values education, media analysis skills, conflict resolution, and community service learning.
4. Parent involvement strategies including strategies to help ensure parental support and reinforcement of the school's rules and increase the number of adults on campus.
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students.
6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction.
7. Assessment of the school's physical environment, including risk management analysis and development of ground security measures such as procedures for the closing of campuses to outsiders, securing the campus perimeter, and protecting buildings against vandalism. In addition, methods for effective enforcement and prevention may be considered, including the presence of law enforcement on campus.
8. Crisis intervention strategies which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate.
 - b. Assignment of staff member responsible for each identified task and procedure.
 - c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan.
 - d. Coordination of communication to schools, Governing Board members, parents/guardians, and the media.
 - e. Development of a method for the reporting of violent incidents.
 - f. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling.
9. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

Safe Ingress and Egress of Students, Parents/Guardians and Employees

VISITORS/OUTSIDERS

The Governing Board encourages parents/guardians and interested members of the community to visit the schools and view the educational program. The Superintendent or designee shall invite parents/guardians and the community to open house activities and other special events.

To ensure minimum interruption of the instructional program, the Superintendent or designee shall establish procedures that facilitate visits during regular school days. Visits during school hours should be first arranged with the teacher and principal or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time.

To ensure the safety of students and staff and avoid potential disruptions, all visitors to Freedom Elementary School, as defined in law and administrative regulations, shall register immediately upon entering any school building or grounds when school is in session.

For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises.

No electronic listening or recording device may be used in a classroom without the teacher and principal's permission.

The Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth school hours, visitor registration requirements, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (See next page for sign sample.)

Visitor Registration

All visitors are required to register in the office upon entering school premises during school hours: In order to register, a visitor shall, upon request, furnish the principal or designee with the following information:

1. His/her name, address and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

The principal or designee may refuse to register or may revoke the registration of any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees, would result in damage to property, or would result in the distribution or use of a controlled substance.

The principal or designee may request that a visitor, who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school within seven days he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment.

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request.

Campus Security

The Superintendent or designee shall ensure that the district's campus security plan includes strategies to:

- Secure the campus perimeter and school facilities in order to prevent criminal activity

These strategies include a risk management analysis of each campus' security system, lighting system, and fencing. Procedures to ensure unobstructed views and eliminate blind spots caused by doorways and landscaping shall also be considered. In addition, parking lot design may be studied, including methods to discourage through traffic.

- Secure buildings from outsiders and discourage trespassing

These strategies may include requiring visitor registration, staff and student identification tags, and patrolling of places used for congregating and loitering.

(cf. 1250 – Visitors/Outsiders)

(cf. 3515.2 – Disruptions)

(cf. 5112.5 – Open/Closed Campus)

- Discourage vandalism and graffiti

These strategies may include plans to immediately cover graffiti as well as campus beautification projects and shall also include students and the community in these projects.

(cf. 3515.4 – Recovery for Property Loss or Damage)

(cf. 5131.5 – Vandalism, Theft and Graffiti)

(cf. 5137 – Positive School Climate)

- Control access to keys and other school inventory

(cf. 3440 – Inventories)

- Detect and intervene with school crime

These strategies may include the creation of a school watch program, an anonymous crime reporting system, analysis of school crime incidents, and collaboration with local law enforcement agencies, including providing for law enforcement

presence.

(cf. 3515.3 – District Police/Security Department)

(cf. 5116.1 – Intradistrict Open Enrollment)

(cf. 5138 – Conflict resolution/Peer Mediation)

(cf. 5145.9 – Hate-Motivated Behavior)

All staff shall receive training in building and grounds security procedures.

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

Keys

All keys used in a school shall be the responsibility of the principal or designee. Keys shall be issued only to those employees who regularly need a key in order to carry out normal activities of their position.

The principal or designee shall create a key control system with a record of each key assigned and room(s) or building(s) which the keys opens.

Keys shall be used only by authorized employees and shall never be loaned to students. The master key shall not be loaned.

The person issued a key shall be responsible for its safekeeping. The duplication of school keys is prohibited. If a key is lost, the person responsible shall immediately report the loss to the principal or designee and shall pay for a replacement key.

Regulation FARMERSVILLE UNIFIED SCHOOL DISTRICT

Approved: June 12, 2007 Farmersville, California

Parent Involvement Strategies

Freedom Elementary

School

Parent Involvement Plan

2018 - 2019

575 E. Citrus - Farmersville, CA. 93223

Telephone (559) 592-2662 Fax (559) 592-4841

Emily Rodriguez, Ed.D, Principal

Alberto Corrales, Vice Principal

Cristal Villalobos, Counselor

“Commitment to Excellence”

Freedom Elementary School, a school wide Title 1 site, recognizes the important role parents play as partners in educating our students. In partnership with parents and the community, Freedom is committed to providing a safe learning environment in which all students are offered quality educational opportunities that challenge them to reach their full potential with an emphasis on:

- Being effective communicators
- Being problem solvers
- Being socially responsible community members
- Being technologically literate workers
- Being critical thinkers

Parent Involvement Goals for 2018 - 2019

Freedom has established the following goals for improving parent involvement:

- Increase opportunities for parents to learn about testing requirements and ways to help their student improve achievement.
- Establish specific opportunities for parents to learn about how to assist students with academic growth

Involvement of Parents in the TITLE 1 Program

Freedom does the following to involve parents in the Title 1 program:

- Convenes an annual meeting to inform parents of Title 1 students of the requirements of Title 1 and their rights to be involved in the Title 1 program.
- Offers flexible meetings including SSC, orientations, informational nights, Back to School, and ELAC/DELAC (English Language Advisory Committee).
- Involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of our Title 1 programs as well as the Title 1 Parental Involvement Policies.
- Provides parents with timely information about all school programs including Title 1 programs through meetings, notices, personal phone calls, TeleParent Phone Messaging System and fliers.
- Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through orientations, events, and notices.

- Invites parents of Title 1 students to participate in opportunities for regular meetings where decisions relating to the education of their children are discussed and planned.

School-Parent Compact

Freedom has a school-parent compact that was jointly developed with parents, staff, students, and the community. This compact outlines how students, parents, and staff will share the responsibility for improved student academic achievement.

The school-parent compact describes the following items in addition to items added by parents of Title 1 students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parents' responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through progress and grade reports, notes, access to staff, phone calls, conferences, Student Study Team meetings, and other communication strategies.

The school-parent compact was drafted and developed with input from stakeholders in meetings. Staff participation in staff meetings and SSC provided access for staff. Parent input was developed through parent meetings where parents had the opportunity to draft ideas, edit, and make suggestions. Student input was gained through student leadership meetings as well as student participation in SSC.

Building Capacity for Involvement

Freedom engages all parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Provides educational opportunities for parents to assist them with understanding policies, procedures, content standards, assessments, monitoring student progress and becoming involved in the school decision making process.
2. Provides materials and training to help all parents work with their children to improve their children's achievement. Parents, through Student Study Teams, receive information, materials and training to help parents develop strategies to work with their children. All students receive an agenda that is also a form of home communication providing all parents access to a student's assignments.
3. Provides staff training in the value of parent contributions and strategies to work with parents as equal partners. Staff is also involved in committees, SSC and other organized meetings.
4. Distributes to all parents information related to school and parent programs, meetings and other activities in a form and language that the parents understand. Freedom has implemented the TELEPARENT Phone Messaging System that incorporates both English and Spanish messages to target groups.
5. Provides support for parental involvement activities requested by Title 1 parents.

Accessibility

Freedom is committed to providing opportunities for the maximum growth and development of each individual student. This commitment includes the involvement of parents, volunteers, and community partnerships. Freedom strives to ensure that each year is a positive and successful experience for students and their families. Opportunities for parents and the community to access our program are facilitated through:

- Student Study Team Meetings

- SSC meetings (school site council)
- ELAC meetings (English Learner Advisory Committee)
- Classroom visits
- Parent Orientation meeting
- Open House
- Back to School Night
- Career Day
- Awards programs; academic and extra-curricular activities
- Classroom, club, and activity volunteers
- Back to School packets
- Student handbooks/agendas
- Home visits
- Progress Reports
- Nurse
- School Resource Officer
- Parent Education Opportunities
- Title I Parent Meetings
- Lunch on the Lawn (parents/students)
- Pastries for Parents/Donuts for Dads and Muffins for Moms
- Winter Program
- Parent conferences/Parent night conferences
- School Book Fair

School Discipline

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

1. Alcohol

A. First Offense

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

B. Succeeding Offenses

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

2. Arson, Vandalism/Defacing or Use of Explosives

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

A. Any Offense

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

3. Battery (Bodily Harm)

A. Any Offense

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

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

A. Any Offense

1. Suspension
2. Referral to law enforcement

5. Classroom Referrals and Defiance of Authority

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

A. Any Offense

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

6. Drugs and/or Narcotics

A. Use or Possession

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

5. Arrest and recommendation for expulsion

7. Extortion (Force or Fear)

- A. First Offense
 - 1. School site discipline
 - 2. Suspension and parent conference
 - 3. Possible referral to law enforcement
 - 4. Possible referral to an alternative program
- B. Succeeding Offenses
 - 1. Suspension
 - 2. Referral to law enforcement
 - 3. Recommendation for expulsion

8. Forgery

- A. Any Offense
 - 1. Parent conference
 - 2. School site discipline
 - 3. Possible suspension

9. Gambling

- A. Any Offense
 - 1. School site discipline

10. Hazing/Student Harassment

- A. Any Offense
 - 1. School site discipline
 - 2. Suspension
 - 3. More serious offenses may lead to a recommendation for expulsion

11. Insults and/or Abuse to School Personnel

- A. Any Offense
 - 1. School site discipline
 - 2. Suspension and parent conference
 - 3. Possible recommendation for expulsion

12. Loitering

Students may not be on a school campus without permission of that school's administration. Repeated offenses, or refusal to leave, will lead to suspension and/or arrest.

13. Profanity, Vulgarity or Pornography

- A. Any Offense
 - 1. School site discipline
 - 2. Possible suspension
 - 3. Serious or repeated violations may lead to expulsion or placement in an alternative program

14. Student Sexual Harassment

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

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from, or in, the educational setting. (Education Code 212.6) For the purpose of further clarification, sexual harassment includes, but is not limited to:

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

15. Tobacco (Use or possession)

- A. Any Offense
 1. Parent conference
 2. School site discipline
 3. Suspension

16. Threats

- A. First Offense
 1. School site discipline
 2. Possible suspension and immediate referral to law enforcement for terrorist threats
- B. Succeeding Offenses
 1. School site discipline and parent conference
 2. Suspension and possible expulsion or placement in an alternative program
 3. Referral to law enforcement

17. Weapons

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

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

18. Withholding Records

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

Hate Crime Reporting Procedures

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights. At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

Current Status of School Crime

UMIRS Data – 2018-19

Schools	Students with 3 or More Unexcused Absences	Number of Incidents: Student Brought or Possessed Firearm or Explosive on School Grounds During School Hours or School-Sponsored Activity	Number of Expulsions	Number of Suspensions
Deep Creek Academy				
Farmersville High				
Farmersville Junior				
Freedom Elementary	67	0	0	28
George L. Snowden Elementary				
Hester Elementary				

California Healthy Kids Survey