







# Comprehensive School Safety Plan

**2024-2025  
School Year**

**School:** Floyd I. Marchus School  
**CDS Code:** 07100746077168  
**District:** Contra Costa County Office of Education  
**Address:** 2900 Avon Ave.  
Concord, CA, 94520  
**Date of Adoption:**  
**Date of Update:** 1/20/25  
**Date of Review:**  
- **with Staff** 1/22/25  
- **with Law Enforcement** TBD After Board Approval  
- **with Fire Authority** TBD After Board Approval

**Approved by:**

| Name               | Title                    | Signature  | Date |
|--------------------|--------------------------|--|------|
| Stephanie Richards | Principal                |  |      |
| Neila Hansel       | Behaviorist              |  |      |
| Christie Quinn     | Administrative Assistant |  |      |
| Melanie Santos     | Teacher                  |  |      |
| Dawn Boyle         | Parent                   |  |      |

| Name         | Title               | Signature  | Date |
|--------------|---------------------|--|------|
| Rae Johansen | School Psychologist |  |      |

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## **Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Floyd I. Marchus School 2900 Avon Avenue Concord, CA 94520.

## **Safety Plan Vision**

The Comprehensive Safe School Plan (CSSP) provides a guide to school safety related data and to the procedures administrators, faculty, and staff must follow in the event of an emergency. The school site's Comprehensive Safe School Plan also includes the Emergency Response Procedures, which documents the steps all employees must know in order to respond quickly and efficiently in the event of an emergency on campus. The CSSP supports the school in meeting the Agency's Strategic Plan value: "We commit to solutions that create safe and healthy schools and communities."

## Components of the Comprehensive School Safety Plan (EC 32281)

### Floyd I. Marchus School Safety Committee

Stephanie Richards, Principal

Christie Quinn, Administrative Assistant

Rae Johansen, School Psychologist

Dawn Boyle, Parent of Marchus Student/ Instructional Assistant

Neila Hansel, Behaviorist

RECOMMENDED members beyond those required by Ed Code are:

- Paul Gates, Safety Manager
- The School Site Council president, or their designee

### Assessment of School Safety

In an effort to continually update and assess the safety practices, the Comprehensive Safe School Committee performed a needs assessment. After a review of current school practices, updated safety ideologies, and safe school committee discussions, the Committee identified three site level strategies/programs to provide and maintain a high level of security.

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

Campus safety is a priority for the Floyd I. Marchus School community and is the responsibility of all staff. The proactive response to dangerous situations and student discipline takes place regularly by way of: drills (fire, earthquake, intruder, lockdown, etc.) and staff and student trainings focused on safe and proper evacuation procedures. Specifically, procedures are reviewed and discussed with staff and students for effectiveness and amended if necessary. There is one entrance accessible to the school site; however there are several exits in the event of an emergency.

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

The County Board of Education is committed to supporting the safety and well-being of their students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. As a result, all Contra Costa County Office of Education schools follow CCCOE BP and AR 5141.4. CCCOE 5141.4 AR:

**Child Abuse & Neglect** The County Board of Education is concerned with the growing incidence of child abuse. It encourages staff to be sensitive to this issue and knowledgeable about resources available to assist in cases of alleged or suspected child abuse and neglect. The County Superintendent will develop appropriate procedures and regulations for addressing alleged or suspected child abuse and neglect.

**Reporting Procedures** 1. Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the County welfare department.

Contra Costa County Child Protective Services

400 Ellinwood Way

Pleasant Hill, CA 94523

(877)-881-1116

[www.co.solano.ca.us/depts/hss/child.asp](http://www.co.solano.ca.us/depts/hss/child.asp)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168) The Department of Justice form may be obtained from the school's main office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

3. Internal Reporting The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and

administrative regulation. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

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

### **Disaster Plan (See Appendix C-F)**

California law requires that schools and all site employees be adequately prepared to respond to earthquakes, fires, and other emergencies. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies. Detailed plans are outlined in the Appendix under Types of Emergencies & Specific Procedures.

### **Adaptations for Students with Disabilities**

Currently all students and staff are ambulatory and would follow the current designated evacuation locations stated on the map All students evacuate out the doors closest to the back basketball courts/ black top. Is student or staff needs support to evacuate, support staff will help student evacuate out the classroom door to the black top. Teachers will hold up green paper to show that all are accounted for and red paper if missing. This will help streamline information to best support. Principal and office staff will collect attendance sheets from teachers to make sure that all students and staff are accounted for. Office staff will communicate to County (Nick Berger) support needed and communication needs.

### **Public Agency Use of School Buildings for Emergency Shelters**

Public agencies may use school buildings for emergency shelters when necessary. The requests will be made through the office of the superintendent on a case-by-case basis.

## **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

An incident report usually precedes an official notice of suspension or expulsion. A Positive Behavior Intervention Plan also may be in place. If a plan is in place, adaptations may need to be made to prevent future suspensions.

1 Classroom teacher reports incident to administrator or designee to discuss possible suspension. If suspension is recommended, then the procedures below are followed:

A. Teacher or administrator interviews student and others involved in the incident. An incident report is completed and submitted by the teacher.

B. Parent and bus company are notified by the teacher. Parent may request a parent/teacher conference.

C. Official Notice of Suspension Report completed. Possible expulsion of student reviewed.

D. Suspension form sent to student's school district of residence to be placed in student's file. A copy is sent to the parent and to the student's CCCOE cum file. If decision to expel student was made, then the appeal process may begin and an IEP arranged.

E. Information is documented on monthly School Crime Report Form. If suspension occurred at an off-site program, then suspension form is sent to the school's office for inclusion in their monthly School Crime Report Form.

REASON FOR SUSPENSION: State Education Code 48900.48900.2 Sub sections: .

State Education Code 48900

- a. 1. Caused, attempted to cause, or threatened to cause physical injury to another person; or
  - a. 2. Willfully used force or violence upon the person of another, except in self-defense.
  - b. Possessed/used/sold/furnished any firearm/knife/explosive/dangerous object.
  - c. Possessed/used/sold/furnished or been under influence of any controlled substance/alcoholic beverage/intoxicant.
  - d. Offered/arranged/negotiated to sell a controlled substance/alcoholic beverage/intoxicant--and then—sold/delivered/furnished a liquid/substance/material represented as a controlled substance/alcoholic beverage/intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused/attempted to cause damage to school/private property.
  - g. Stole/attempted to steal school/private property.
  - h. Possessed/used tobacco/other nicotine products.
  - i. Committed obscene act or engaged in habitual profanity/vulgarity.
  - j. Unlawfully possessed/offered/arranged/negotiated to sell any drug paraphernalia (Section 11014.5 Health and Safety Code).
  - k. Disrupted school activities/defied valid authority.
  - l. Knowingly received stolen school property or private property.
  - m. Possessed an imitation firearm.
  - n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266C, 286, 288, 288a or 289 or committed a sexual battery as defined by Penal Code 243.4.
  - o. Harassed, threatened, or intimidated a student to prevent/retaliate for being a witness in a school disciplinary hearing.
  - 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 Section 32050.
  - r. Engaged in an act of bullying including but not limited to bullying by means of an electronic act as defined in Education Code 32261
  - s. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a )
  - t. Aid or abet the infliction or attempted infliction of physical injury.
- State Education Code 48900.2, 48900.3, 48900.4, 48900.7
- EC 48900.2 Committed sexual harassment as defined by EC212.5. (Grades 4-12 only)
- EC 48900.3 Caused/attempted to cause/threatened to cause or participated in an act of hate violence as defined by EC 233(e) (Grades 4-12 only)
- EC 48900.4 Engaged in harassment/threats/intimidation against student(s) which disrupted classwork, created substantial disorder, invaded rights of student(s) by creating an intimidating or hostile environment. (Grades 4-12 only)
- EC 48900.7 Make terrorist threats against school officials or school property, or both.
- State Education Code 48915(a)

MANDATORY EXPULSION (WITH PRINCIPAL'S EXCEPTION) EDUCATION CODE 48915(a)

- 48915(a)(1) Caused serious physical injury to another person, except in self defense.
  - 48915(a)(2) Possessed any knife, explosive or other dangerous object of no reasonable use to the student.
  - 48915(a)(3) Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
  - 48915(a)(4) Robbery or extortion.
  - 48915(a)(5) Assault or battery, as defined by Sections 240 and 242 of the penal Code upon any school employee.
- State Education Code 48915(c)

SUSPENSION AND EXPULSION (MANDATORY RECOMMENDATION) EDUCATION CODE 48915(c):

- 48915(c)(1) Possessing/selling/furnishing a firearm at school or at a school activity. Possession must be verified by a school employee.
- 48915(c)(2) Brandishing a knife at another person.
- 48915(c)(3) Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code.
- 48915(c)(4) Committing/attempting to commit a sexual assault/battery as defined in EC 48900 (n).



48915(c)(5) Possession of an explosive. As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Education Code 48900 (r) provides that a pupil may not be suspended or expelled for any of the acts enumerated...unless that act is related to school activity or school attendance occurring within a school... A pupil may be suspended or expelled for acts .that occur at any time, including, but not limited to, any of the following: (1) while on school grounds (2) While going to or coming from school (3) During the lunch period, whether on or off the school campus (4) During, going to, or coming from a school sponsored activity

The County Office of Education (COE) desires to provide COE students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any COE school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity

COE staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the COE's nondiscrimination policies.

#### Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

#### On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee may establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

#### Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

#### Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

#### Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data may be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student groups, including, but not limited to, ethnic groups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the COE is meeting its goals for improving school climate as specified in its local control and accountability plan.

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

When pupils are referred to the Central County Special Education Program, the administrator reviews their file. Files of pupils with hazardous or difficult behaviors are also reviewed by potential case managers and school psychologists. Home or school visits may take place prior to the student entering the program. Students may also visit the school with caregivers. Behavior interventions plans are in place for students with significant behavioral needs.

All classroom staff are trained annually in Crisis Prevention Intervention. Procedures and behavior plans are monitored by school psychologists.

All CCCOE teachers are able to access student information on Aeries. All students who have been involved in an act that falls into the category "dangerous pupil" have incidents tagged and described in Aeries under the confidential flag.

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

All Contra Costa County Office of Education schools follow CCCOE BP and AR 5145.3 regarding sexual harassment. The policies are below:

County Board Policy 5145.7: Sex Discrimination and Sex-Based Harassment

The county office of education (COE) is committed to maintaining a welcoming, safe and supportive school environment that is free from discrimination and harassment. Sex discrimination, including sex-based harassment, as defined in the accompanying exhibit, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and parental, marital and family status in a COE educational program, school or school-sponsored or school-related activity is prohibited.

Additionally, retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or who otherwise participates or refuses to participate in the complaint process established for the purpose of this policy is prohibited. (Education Code 220.1, 34 CFR 106.71)

Students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity or off-campus when the conduct has a continuing effect on campus, are strongly encouraged to immediately contact their teacher, the principal or program administrator, the COE's Title IX Coordinator or any other available school employee.

Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment, by or against a student in a COE education program or activity, shall report the incident to the Title IX Coordinator within one workday.

Once notified of a complaint or allegation of sexual harassment, the Title IX Coordinator shall ensure that it is addressed through the COE's Title IX complaint procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the COE has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

All COE staff shall be trained regarding the COE's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 – Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

## Instruction/Information

All COE students shall receive age-appropriate information on sex discrimination and sex-based harassment. Such instruction and information shall include:

What acts and behavior constitute sex discrimination and sex-based harassment, including the fact that sex discrimination and sex-based harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sex discrimination or sex-based harassment under any circumstance

Encouragement to report observed incidents of sex discrimination and sex-based harassment even when the alleged victim of the discrimination or harassment has not complained

A clear message that student safety is the COE's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sex discrimination or sex-based harassment incident will be addressed separately and will not affect the manner in which the sex discrimination or sex-based harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline or other formal filing requirements, every sex discrimination and sex-based harassment allegation that involves a student, whether as the complainant, respondent or victim of the discrimination or harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

Information about the COE's procedures for investigating complaints and the person(s) to whom a report of sex discrimination and/or sex-based harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the COE investigation of a sex discrimination or sex-based harassment complaint continues

A clear message that, when needed, the COE will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sex discrimination or sex-based harassment and/or other students during an investigation

Disciplinary Actions  
Upon completion of an investigation of a sex discrimination and/or sex-based harassment any student found to have engaged in sex discrimination and/or sex-based harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion pursuant to Education Code 48900.2, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

## Record Keeping

Records shall be maintained in accordance with law, including in accordance with 34 CFR 106.8 as specified in Exhibit 1 5145.71 -- Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and COE policies and regulations, of all reported cases of sex-based harassment to enable the COE to monitor, address and prevent repetitive harassing behavior in COE schools.

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

CCCOE Board Policy 5132: Students are encouraged to dress appropriately and safely for school. No restrictions on freedom of dress and adornment shall be imposed which may violate a student's civil rights, which impose particular codes of morality or religious tenets, which attempt to dictate style of taste, or which do not fall within the direct or implied powers of the County Superintendent.

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

"Students attending schools and programs operated by the County Office of Education shall be under the supervision of County Office staff from the time they arrive on County Office facilities until they leave them again. When students are provided transportation to and from County Office programs and schools, they shall be under the supervision of County Office staff from the time they board the school bus until they leave the school bus. Students shall also be under County Office supervision at all County Office-sponsored functions such as field days, class parties, etc." CCCOE BP 5140

BP 5142: Safety

Original Adopted Date: 07/06/1983 | Last Revised Date: 09/07/2022 | Last Reviewed Date: 09/07/2022 see more

The County Board of Education recognizes the importance of providing a safe school environment in order to help ensure student safety and the prevention of student injury. The County Superintendent of Schools or designee shall be implemented appropriate practices relative to school facilities and equipment, outdoor environment, educational programs and school-sponsored activities.

School staff shall be responsible for the proper supervision of students during school hours, while at school-sponsored activities and while students are using district transportation to and from school.

The principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy and administrative regulation. Copies of the rules shall be sent to parents/guardians and be readily available at the school at all times.

The County Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety, injury prevention and disease prevention.

**Student Identification Cards and Safety Information**

Student identification cards of students in grades 7-12 shall have printed on them safety information, including the following: (Education Code 215.5, 217)

The National Suicide Prevention Lifeline telephone number and the Crisis Text Line and/or a local suicide prevention hotline telephone number. 211

The National Domestic Violence Hotline telephone number. 211

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

**Component:**

Prevention and Intervention

**Element:**

Disaster Procedures preparedness

**Opportunity for Improvement:**

Increase efficiency and consistency of response to need for evacuation in case of emergency situation. This will be completed by participating in quarterly site based drills as well as agency-wide coordinated drills

| Objectives   | Action Steps       | Resources                          | Lead Person                           | Evaluation |
|--|--------------------|------------------------------------|---------------------------------------|------------|
| Increase preparedness (Fire, earthquake, intruder, etc.) | Monthly drills     | CCCOE Emergency Response Protocols | Stephanie Richards/<br>Dennis Watkins |            |
| Training for Safety Plan                                 | Training scheduled | Safety Plan                        | Paul Gates                            |            |

**Component:**

Physical Environment

**Element:**  
Secured site

**Opportunity for Improvement:**  
More training and role play practice to build understanding and comfort of designated responsibilities.

| Objectives                     | Action Steps                  | Resources                     | Lead Person        | Evaluation |
|--------------------------------|-------------------------------|-------------------------------|--------------------|------------|
|                                | Site based and LEA training   | CDC guidance Staff to train   | Stephanie Richards |            |
| Continue to monitor facilities | Facilities/Custodians trained | OSHA Guidance, Staff to train | Custodian          |            |

**Component:**  
Preparedness

**Element:**  
Nonviolent Crisis Intervention

**Opportunity for Improvement:**  
Staff will enhance awareness of student crisis intervention and support strategies for students safety

| Objectives                               | Action Steps   | Resources | Lead Person        | Evaluation |
|--|--|-----------|--------------------|------------|
| Crisis Prevention Training for all staff | Training: Crisis Prevention Intervention Nonviolent Crisis Intervention Training | CCSIG     | Neila Hansel       |            |
| Trauma Informed Practice                 | Training: Trauma Informed Practice   | CCCOE     | Stephanie Richards |            |
| CPR                                      | Training: CPR  | CPR Fast  | Stephanie Richards |            |

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

**Floyd I. Marchus School Student Conduct Code**

"The County Board of Education desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to another program or removed from school.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Staff shall enforce disciplinary rules fairly, consistently, and without discrimination. " CCCOE BP 5144

CA Educ Code § 35291 (2017)

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

CA Educ Code Section 35291.5

(a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

(1) Parents.

(2) Teachers.

(3) School administrators.

(4) School security personnel, if any.

(5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during Non-classroom hours, and on normal schooldays.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school. It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

### **Conduct Code Procedures**

We as a staff of Contra Costa County Office of Education, serving severely handicapped students, wish to ensure a safe and supportive learning environment that encourages positive behavior and emotional growth. It is the objective of all staff members to monitor student performance of appropriate behavior in order to provide positive feedback in the form of praise and encouragement.

In order to ensure that the school environment is conducive to meeting the I.E.P. objectives of each student, there must be a clear understanding of the following expectations and consequences.

#### **EXPECTATIONS**

- Respect others.
- Respect the property of others.
- Refrain from hurting others or threatening to hurt another.
- Bring only items to school that are not dangerous.
- Students will bring only personal items needed for daily instruction.
- Students will attend school on a regular basis during scheduled school hours and be free from illness.
- Refrain from verbal, sexual, racial harassment.

#### **CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR**

- Removal from the classroom activity, in full view of the staff.
- Removal from classroom, under adult supervision.
- Parental contact by telephone, personal contact or letter for ongoing inappropriate behavior.

- Suspension from school. Parents are notified of incident and the process to be followed as per California Education Code Section 48900.
- An IEP meeting with educational staff, appropriate DIS staff, district personnel and parents may be requested if inappropriate behaviors continue.

This program is consistent with the Contra Costa County Office of Education Discipline Policy 5144 (a).

### **(K) Hate Crime Reporting Procedures and Policies**

The Contra Costa County Office of Education believes that every student to be protected from hate-motivated behavior. CCCOE strives 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 CCCOE Uniform 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.

CA Educ Code Section 48900.3

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Board Policy 5145.9: Hate-Motivated Behavior S

The County Board of Education is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

Hate-motivated behavior may be addressed with strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and timely respond to such incidents when they occur.

The County Board supports collaboration with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

Students shall be provided with age-appropriate instruction that:  
Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society



Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively

As necessary, counseling, guidance, and support shall be provided to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

Any training provided by the County Superintendent of Schools for staff who serve students in grades 7-12 should:

Promote an understanding of diversity, equity, and inclusion

Discourage the development of discriminatory attitudes and practices

Include social-emotional learning and nondiscriminatory instructional and counseling methods

Support the prevention, recognition, and response to hate-motivated behavior

Raise the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Include effective enforcement of rules for appropriate student conduct

Any rules prepared by the County Superintendent prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the county office of education's (COE) web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

#### Complaints

The County Superintendent is responsible for ensuring that any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident immediately contacts the compliance officer responsible for coordinating the COE's response to complaints and complying with state and federal civil rights laws.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the COE's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the COE's uniform complaint procedures specified in BP 1312.3 - Uniform Complaint Procedures or other applicable procedure.

#### Federal Description

|           |  |
|-----------|--|
| 100.3     | Prohibition of discrimination on basis of race, color or national origin |
| 104.7     | Designation of responsible employee for Section 504                      |
| 106.30    | Discrimination on the basis of sex in education programs and activities  |
| 106.44    | Recipient's response to sexual harassment                                |
| 106.45    | Grievance process for formal complaints of sexual harassment             |
| 106.8     | Designation of responsible employee for Title IX                         |
| 110.25    | Prohibition of discrimination based on age                               |
| 11135     | Nondiscrimination in programs or activities funded by state              |
| 200-262.4 | Prohibition of discrimination  |
| 32282     | School safety plans  |
| 35.107    | Designation of responsible employee and adoption of grievance procedures |
| 422.55    | Definition of hate crime   |
| 422.6     | Interference with constitutional right or privilege                      |

- 4600-4670 Uniform complaint procedures
- 48900.3 Suspension for hate violence
- 48900.4 Suspension or expulsion for harassment, threats, or intimidation
- 4900-4965 Nondiscrimination in elementary and secondary education programs

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

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 the county policies and regulations; 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)

### **Opioid Prevention and Life-Saving Response Procedures**

#### Fentanyl Safety

Plan CCCOE provides at least annual training to all school and central office staff regarding Opioid Overdose medication administration. All schools and Offices have access to emergency medication at the schools' site. All procedures and processes for maintaining monitoring, storing and disposal are managed by the collaboration between the School Nurse team and the Facilities Department. Student training and family trainings are also available at select CCCOE School sites and mediation is provided to all trainees at no cost. Students who exhibit signs of Fentanyl use or overdose are provided guidance and support from the school nurse in collaboration with community emergency workers. All cases of student use or overdose will initiate intervention with the school site CARE team or other support system. CCCOE provides Fentanyl information trainings through the TUPE program.

### **Response Procedures for Dangerous, Violent, or Unlawful Activities**

1. Initial report or identification: The process begins when a threat, concerning behavior, or troubling situation is reported or identified. This can come from students, staff, parents, or community members. When threats are received via the phone, attempts should be made to keep the caller on the line to gather information about the threat. The potential threat is reported to the CCCOE site administrator immediately. If the site administrator is not available, the potential threat should be reported the administrator or designee on duty. The administrator convenes the threat assessment team. Use the CSTAG Threat Report form in Appendix to document the threat.
2. Evaluate the threat: The team conducts a thorough assessment of the threat. This includes analyzing the information gathered to understand the nature, severity, and credibility of the threat, as well as the risk it poses to the safety of the school community. This can include interviewing witnesses, reviewing records (academic, disciplinary, medical, etc.), speaking with providers, and gathering other pertinent data. Exact wording should be noted. The team exercises cultural competence while evaluating the threat. This step corresponds to CSTAG Step 1. The threat assessment team designates individuals to review data (e.g., disciplinary records, internet activity) and conduct the interviews. This may be the site administrator and/or mental health professional working in collaboration (e.g., school psychologist, school social worker). The threat assessment team uses the CSTAG forms in Appendix or Assessment Findings, Interviews, and Observations to evaluate the threat. If needed, the mental health professional will also conduct a suicide risk screening using the CCCOE Suicide Prevention and Intervention Protocol.
3. Decide whether the threat is transient or substantive. Consider criteria for transient versus substantive threats or no threat at all. Consider student's age, credibility, and previous history. Transient threats are often rhetorical remarks or temporary expressions of anger or frustration. Substantive threats are ones that pose at least some risk that the student will carry out the threat, evidenced by the expressed intent to injure someone beyond the immediate situation. Indicators of substantive threats include a specific plan (verbal or written), a threat that has been repeated over time, or the recruitment of an accomplice or accomplices. This step corresponds to CSTAG Step 1. The threat assessment team should reach a consensus for the threat classification. For threats that are transient, refer to CCCOE Step 4. For threats that are unclear of substantive, refer to CCCOE Step 5. Document the threat classification in the CSTAG forms in Appendix.

4. Respond to a transient threat. Staff will determine interventions appropriate to the student. This can include family/caregiver notification, consequences, and/or formal discipline. The student may be required to make amends (e.g., restorative practices), be offered counseling, or be referred for other supports. This step corresponds to CSTAG Step 2. Cases of transient threats may be considered resolved once these steps are taken, but should still be documented. The threat assessment team will consider programs available inside or outside of the school setting to refer the student for participation. Administrators will reference applicable education code to determine if applicable discipline is necessary. See appendix for suggested interventions. Use the CSTAG Observations Suggesting Need for Intervention and Threat Response in Appendix. Log this intervention in Aeries.

5. Respond to a substantive threat is serious or very serious. Serious means a threat to hit, fight, or beat up whereas very serious means a threat to kill, rape, or cause very serious injury with a weapon. Take immediate action to respond to the threat, including notifications to potential victims and their families, precautions to protect potential victims, and notification to the family/caregivers of the student making the threat. Contact law enforcement for a very serious threat. Look for ways to resolve conflict. Provide intervention, consequences, and/or discipline as appropriate. This step corresponds to CSTAG Step 3. The threat assessment team immediately notifies law enforcement. Separate and supervise the student as appropriate until law enforcement responds. Notify the potential victim and their family. Once the imminent threat has been stabilized, the threat assessment team determines appropriate interventions available at their school site, and the administrator determines appropriate consequences or discipline taking into consideration the nature of the incident and education code. Use the CSTAG Observations Suggesting Need for Intervention, Threat Response, and Case Plan in Appendix. Log this intervention in the Student Information System, Aeries

6. Documentation: Throughout the process, thorough documentation is essential. This includes documenting the initial report, assessment findings, interventions implemented, and outcomes. Documentation helps to track the progress of the threat assessment and ensures accountability. After the threat assessment has been conducted, staff will complete the threat assessment documentation form (See Appendix ). Staff will verify that an authorization for release of health information was completed during the student's intake prior to storing this form in the student record. If there is no authorization for release, staff will contact the parent or guardian to complete one. If the parent does not consent to an authorization, staff will contact their administrator.

#### **Instructional Continuity Plan**

AB 176 from FY 2023-24 extended the deadline for including the Instructional Continuity Plan in the school safety plan from July 1, 2025 to July 1, 2026. . The current plan is to distribute technology to implement distance learning.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Comprehensive School Safety Plan is reviewed throughout the year by school administration, school staff and students through staff meetings, classroom and assembly discussions, and regularly scheduled drills. A Site Safety Committee conducts an annual evaluation and updates the plan by March 1st each year.

## Safety Plan Appendices

## Emergency Contact Numbers

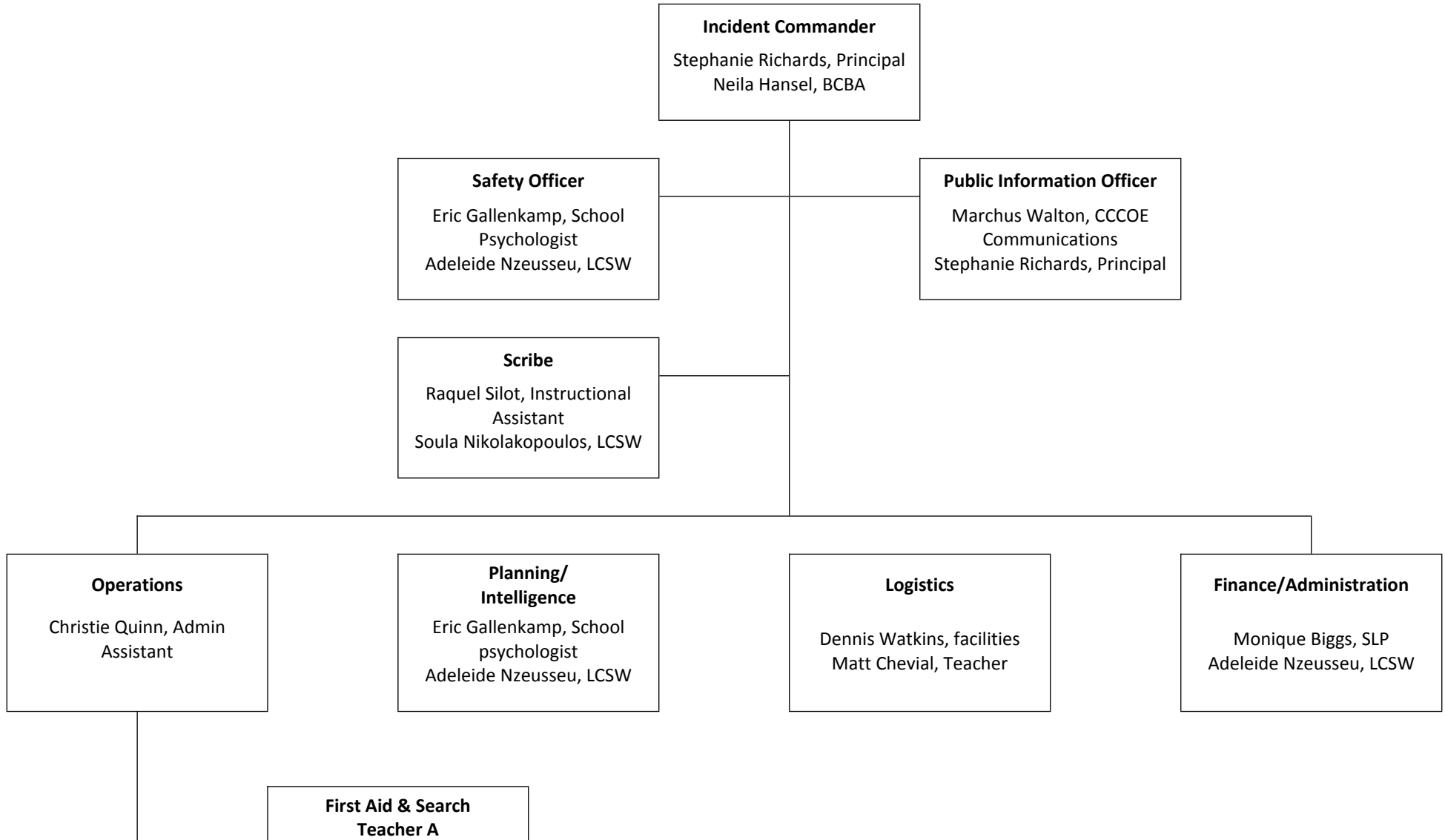
### Utilities, Responders and Communication Resources

| Type                           | Vendor                                | Number         | Comments |
|--------------------------------|---------------------------------------|----------------|----------|
| Emergency Services             | Universal Emergency Number            | 911            |          |
| Law Enforcement/Fire/Paramedic | Concord Police                        | (925)671-3220  |          |
| Law Enforcement/Fire/Paramedic | Contra Costa Sheriff's Department     | (925) 335-1500 |          |
| Law Enforcement/Fire/Paramedic | CA Highway Patrol                     | (800) 853-5247 |          |
| Public Utilities               | Contra Costa Water District           | (925) 688-8095 |          |
| City Services                  | Contra Costa Animal Services          | (925) 335-8300 |          |
| Law Enforcement/Fire/Paramedic | Contra Costa County Fire Department   | (925)941-3300  |          |
| Public Utilities               | Contra Costa County Health Department | (888)959-9911  |          |
| American National Red Cross    | Contra Costa branch                   | (925)603-7400  |          |
| Public Utilities               | PG&E                                  | (800)743-5000  |          |

**Safety Plan Review, Evaluation and Amendment Procedures**

| <b>Activity Description</b><br>(i.e. review steps, meetings conducted, approvals, etc) | <b>Date and Time</b> | <b>Attached Document</b><br>(description and location) |
|--|----------------------|--|
| Safety Meeting   | 2/10/25              | Marchus School Staffing                                |
| Shared with Concord PD   |                      |  |

**Floyd I. Marchus School Incident Command System**





LVN  
Robin Hollibaugh,  
Ben Navarro, Support Room,  
Dennis Watkins, Facilities  
Monique Biggs, SLP

**Student Release &  
Accountability  
TeacherB**  
Robin Hollibaugh, Support  
Staff  
Ben Navarro, Support Room  
Patti Zuniga, Support Staff

## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities."

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

### **Incident Commander Responsibilities**

Activate the Emergency Response Team

Activate additional response contractors and local resources

Evaluate the severity, potential impact, safety concerns, and response requirements based on the initial information provided by the first person on-scene

Confirm safety aspects at site, including need for personal protective equipment, sources of ignition, and potential need for evacuation

Communicate and provide incident briefings to company superiors, as appropriate

Coordinate/complete additional internal and external notifications

Communicate with Emergency Response Team, as the situation demands

Direct response and cleanup operations

### **Operations Responsibilities**

- First aid
- Crisis intervention
- Search and rescue
- Site security
- Damage assessment
- Evacuations
- Release of students to parents

### **Logistics Commander**

- Coordinating personnel

- Assembling and deploying volunteer teams
- Providing supplies, equipment, and services
- Facilitating communications among emergency responders

### **Management**

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

### **Planning & Intelligence**

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

### **Operations**

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

### **Logistics**

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

### **Finance & Administration**

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

The Incident Commander will identify the type of emergency - Aircraft Crash, Animal Disturbance, Armed Assault on Campus, Biological or Chemical Release, Bomb Threat/Threat of Violence, Bus Disaster, Disorderly Conduct, Earthquake, Explosion or Risk of Explosion, Fire in Surrounding Area, Fire on School Grounds, loss or Failure of Utilities, Motor Vehicle Crash, Psychological Trauma, Suspected Contamination of Food or Water, Unlawful Demonstration or Walkout

CCCOE Incident Communication Protocol & Flowchart:

<https://acrobat.adobe.com/id/urn:aaid:sc:US:246e3962-c3b5-4742-9c81-20923999f767>

### Step Two: Identify the Level of Emergency

- Level 1: A Minor emergency handled by School Personnel without assistance from outside agencies: temporary power outage, minor earthquake, injury to student, etc.
- Level 2: A Moderate emergency that requires assistance from outside agencies: fire, moderate earthquake, hazardous material accident, etc.
- Level 3: A Major emergency event that requires assistance from outside agencies: major earthquake, civil disturbance, large scale act of terrorism, etc.

### Step Three: Determine the Immediate Response Action

- Duck and Cover
- Secure School Perimeter
- Shelter In Place
- Lockdown
- Evacuate Building(s)
- Off-Site Evacuation
- All Clear

### Step Four: Communicate the Appropriate Response Action

If the Principal or designee decides an announcement is warranted, he/she will make the appropriate announcement on the PA system. If the PA system is not available, the Principal or designee will use other means of communication, such as messengers, to deliver instructions. Remember: the Principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

Address situations involving an Aircraft Crash on or in proximity to school property.

#### Crash INTO School Building

Staff actions:

- Notify principal
- Move students away from immediate vicinity of crash

Principal or Designee actions:

- Call 911
- Notify Agency Support Team, Central Office
- Determine whether to implement evacuation procedures
- Students and staff should be assembled in an area as far away from the crash scene as possible and should be uphill and upwind from the crash
- Provide immediate medical attention (first aid) including performing necessary life sustaining measures (CPR, AED, etc.) until trained emergency medical services arrive
- Account for all building occupants and determine the extent of injuries
- Do not re-enter building until given “all clear” from person in charge
- Document actions and complete incident reports.

#### Crash NEAR School Building (but no damage to building)

Staff actions:

- Notify principal
- Move students away from immediate vicinity of crash

Principal or Designee actions:

- Call 911
- Initiate Shelter in Place plan, if warranted
- All students and staff should remain in the buildings; any students or staff outside should initiate reverse evacuation or go to designated area until further instructions are received
- No evacuation should occur unless subsequent explosions or fire endanger the building
- Document actions and complete incident reports

### **Animal Disturbance**

Procedure implemented when presence of a vicious animal or any wild animal threatens safety of students and staff.

- Principal/administrator call animal services
- Principal/administrator broadcast over PA system “Secure Mode”
- Staff and students get inside and lock doors
- No one in or out of classroom/building
- Listen for “All Clear” signal from administrator
- Classroom activities continue uninterrupted

Animal Services (925) 335-8300  
California Fish and Game (888) 243-4005

### **Biological or Chemical Release**

A biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen. Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery, chemical plant or railroad yard. Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.

If a Shelter-in-Place is activated the following should be done:

- Shelter: Move all students and staff inside
- Shut: Lock all doors and close windows
- Listen: Remain quiet to hear critical instructions from the School Administrator and/or emergency responders
- If there is no direction, continue instructional/work activities until the situation is resolved or you are directed to do otherwise.
- Notify the Director over General Services, Executive Director over Student Programs and the Communications Director

If the incident involves gas leaks or chemical spills, follow the procedures below:

- Advise students to cover their mouths and nose with a damp cloth or handkerchief to protect from any airborne hazards
- The principal or assigned designee should close all vents and turn off ventilation systems
- Advise students to maintain shelter-in-place procedures until the School Administrator and/or emergency responders give the all clear or evacuation signal

## Scenario 1- Substance Released Inside a Room or Building

### Procedure:

1. School Administrator initiates Evacuate Building. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located upwind of affected room or building.
2. School Administrator call 911, providing exact location and nature of emergency.
3. School Administrator notifies District of situation.
4. Access to potentially contaminated areas is restricted.
5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases). Affected individuals remain isolated until cleared for by release by Contra Costa County HazMat Interagency Team or Contra Costa County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Student Care Team provides a list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.
8. Any affected areas will not be reopened until Contra Costa County HazMat Interagency Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

## Scenario 2- Substance Released Outdoors and Localized

### Procedure:

1. School Administrator determines appropriate immediate Response Action, which may include Shelter-In-Place or Evacuate Building while directing staff to remove students from affected areas to area upwind from the release.
2. Site Security Team establishes safe perimeter around affected area and ensures personnel do not reenter area.
3. School Administrator calls 911, providing exact location and nature of emergency.
4. School Administrator notifies District of situation.  
A District Representative shall immediately notify the State Office of Emergency Services, (800) 852-7550 and advise them of the situation.
5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases). Affected individuals remain isolated until cleared for by release by Contra Costa County HazMat Interagency Team or Contra Costa County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Student Care Team provides list of all people in areas of contamination, especially those who may have had actual contact with

substance.

8. Any affected areas will not be reopened until Contra Costa County HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

### Scenario 3: Substance Released In Surrounding Community

#### Procedure:

1. School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates Shelter-In-Place.
2. Upon receiving Shelter-In-Place, notification, Site Security Team turns off local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seals gaps under doors and windows with wet towels and/or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.
3. Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings. Teachers communicate their locations to School Administrator, using the PA system or other means without leaving the building.
4. School Administrator calls 911, providing exact location and nature of emergency.
5. School Administration notifies District Office of situation.
6. School remains in Shelter-In-Place until Contra Costa County HazMat Team or appropriate agency provides clearance, or staff is otherwise notified by School Administrator.

(925)335-3232 Contra Costa County HazMat Emergency Line

### **Bus Disaster**

Procedure addresses situations involving Bus disaster on or immediately adjacent to school property.

#### Procedure:

1. School Administrator initiates appropriate Immediate Response Actions, which may include Secure School Perimeter, Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911.
3. Site Administration or Security Team secures crash area to prevent unauthorized entry.
4. School Administrator directs Site Security Team to organize fire suppression activities, if it is safe to do so, until fire department arrives.
5. Site Security Team checks for injuries to provide appropriate first aid.
6. Any affected areas are not reopened until appropriate agency provides clearance and School Administrator issues authorization to do so.

### **Disorderly Conduct**

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If perpetrator is armed, refer to Armed Assault on Campus Procedures.



Procedure:

1. Upon witnessing Disorderly Conduct, staff takes steps to calm and control situation and attempt to isolate perpetrator from other students and staff, if it is safe to do so.
2. Staff immediately notifies a School Administrator via two-way radio.
3. School Administrator or designee assesses situation and call 911.
4. If immediate threat is not clearly evident, School Administrator may attempt to diffuse situation. Approach perpetrator in calm, non-confrontational manner and request he/she cooperate and try to talk.
5. If perpetrator is a student, an attempt is made to notify the family. (Family members may have information and provide information on handling the student.)
6. School Administrator notifies District Office of situation.

DISORDERLY CONDUCT/RIOT (GROUPS)

Disorderly Conduct or Riot is large gathering of students who become out of control and participate in violent or non-violent activities. Keeping majority of students not involved in this type of illegal activity isolated and away from activity is imperative in bringing these actions under control.

Procedure:

1. Upon witnessing Disorderly Conduct of this nature, staff takes steps to calm and control situation and attempt to isolate those involved from each other.
2. Other staff attempts to calm and control other students not involved and get them on their way to class or off campus if incident is after school. While doing this, attempt to locate and identify witnesses who may provide information for School Administrators.
3. Staff immediately notifies School Administrator via two-way radio.
4. School Administrator assesses situation and calls Police Department for additional officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel and/or officers on scene will call 911.
5. School Administrator initiates appropriate Immediate Response Actions, which may include Secure School Perimeter, Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
6. Secure all gates and entrances to the campus.
7. Only authorized personnel are to be allowed in or out of the site.
8. Sign-in and Sign-out all authorized visitors noting date and time, telephone number and reason for visit.
9. During passing periods, All Staff should be on campus supervising, while teachers stand at the doorways to their classrooms watching and supervising students.
10. Staff is to report any suspicious activity, break up groups of students loitering and listen for any rumors or reports of possible ongoing activity by students. Maximum supervision by staff is recommended during student lunch periods.
11. School Site Parent Groups may be contacted to assist with supervision and help monitor activity.
12. Notify appropriate District Personnel for additional supervision assistance as needed.

## **Earthquake**

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. Even a mild tremor can create a potentially hazardous situation. The following procedures should be implemented in response to all earthquakes, regardless of magnitude.

Procedure:

Note: Keep calm and remain where you are. Assess situation, then act.

Remember, most injuries or deaths are direct cause of falling or flying debris.

Earthquake Procedures Inside:

1. DROP to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands
2. COVER under or near desks, tables, or chairs in a kneeling or sitting position
3. HOLD onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes
4. Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks
5. School staff should check for injuries and assess the general safety of the room
6. Report any hazards to School Administration
7. All Emergency Response Team members (ERTs) should report to the School Administrator Office or pre-designated location

Earthquake Procedures Outside:

1. Move away from overhead hazards such as power lines, trees, and buildings
2. DROP to the ground and COVER the back of the neck with your hands
3. Do not enter buildings until it is safe to do so
4. School staff should check for injuries
5. Report any hazards to School Administration
6. All ERTs should report to the School Administrator's Office or pre-designated location

## **Explosion or Risk Of Explosion**

Scenario 1: Explosion on School Property

Gas Leak:

The person detecting the odor of natural gas will:

- Notify the School Administrator
- Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building) as safely as possible. DO NOT ENTER A CONTAINED SPACE.

The School Administrator will:

1. Immediately call 9-1-1 and notify Fire Department and provide:
  - Building address
  - Site name
  - Description of the odor
  - Location of the odor

2. If ordered to do so, evacuate the building
3. If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the Fire Department
4. Notify General Services
5. Notify The Executive Director of Student Programs and Communications Director
6. Notify Pacific Gas & Electric (PG&E)

Procedure:

1. In event of explosion, all persons initiate Duck and Cover.
2. School Administrator and/or School Police Officer consider possibility of another imminent explosion and takes appropriate action.
3. After explosion, School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted in some buildings and other buildings may be used for shelter.
4. In event of evacuation, staff and students use prescribed routes or other safe routes and proceed to assembly/shelter site.
5. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
6. School Administrator calls 911.
7. Site Security Team and/or Plant Supervisor turns off school's main gas supply.
8. Medical Team, when safe, checks for injuries and provides appropriate first aid.
9. Staff attempts to suppress fires with fire extinguishers.
10. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. Site Security Team Leader posts guards safe distance away from building entrance preventing persons entering school buildings, considering possible secondary explosion sites.
12. When determined by emergency response officials to be safe to enter affected areas, School Administrator advises Search and Rescue Team to initiate search and rescue efforts.
13. School Administrator confers Director of Facilities and Director of Maintenance and/or Designees to ensure buildings are safe for re-occupancy. When safe to do so, Site Security Team conducts inspection of school buildings. Site Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
14. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
15. School Administrator initiates Off- Site Evacuation if warranted.

Scenario 2: Risk of Explosion on School Property

Procedure:

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building,

or Off-Site Evacuation.

2. If School Administrator issues Evacuate Building Action, staff and students evacuate building using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
4. School Administrator calls 911. Secretary can also contact District Office to advise of situation.
5. Site Security Team and/or Safety Team turns off school's main gas supply.
6. Staff attempts to suppress fires with fire extinguishers.
7. School Administrator advises Search and Rescue Team to initiate search and rescue efforts if warranted.
8. Site Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
10. School Administrator initiates Off- Site Evacuation if warranted.

#### Scenario 3: Explosion or Risk of Explosion in Surrounding Area

##### Procedure:

1. School Administrator initiates Shelter-In-Place.
2. School Administrator calls 911.
3. School Administrator takes further actions as needed.
4. School Remains In Shelter-In-Place condition until appropriate agency gives clearance that situation is under control. Upon receiving clearance, School Administrator gives All- Clear Announcement.

#### Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

##### Procedure:

1. School Administrator initiates Shelter-In-Place.
2. When sheltering, personnel establish adequate barriers or shielding (concrete walls, metal doors etc.) between themselves and source of blast or explosion and avoids sheltering near exterior windows.
3. School Administrator calls 911.
4. After initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid and relocate students from upper floors if possible.
5. Site Security Team/Plant Supervisor turns off schools main gas supply, local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seal gaps under doors and windows with wet towels or duct tape.
6. School remains in Shelter-In-Place condition until Contra Costa County HazMat Team or appropriate agency provides clearance and School Administrator issues further instructions.

### **Fire in Surrounding Area**

Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.

Procedure:

Fire Near School

The School Administrator will:

1. Call 9-1-1,
2. Sound the fire alarm, and
3. Notify the Director over General Services and the Executive Director of Student Programs
4. If appropriate, re-occupy buildings when ordered to do so by the Fire Department and the School Administrator

School Staff will:

1. Check location of Fire alarm before evacuating classes
2. Supervise evacuation according to the Emergency Evacuation Plan posted in every classroom
3. Close doors upon evacuating
4. Take the class roster and take roll at evacuation site
5. Report missing students to the School Administrator
6. The Custodian or site Emergency Response Team member (ERT) will open necessary gates for emergency vehicles
7. Re-occupy buildings when ordered to do so by the Fire Department and the School Administrator

### **Fire on School Grounds**

Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.

Procedure

Fire in a School Building

The School Administrator will:

1. Call 9-1-1
2. Sound the fire alarm
3. Notify the Director over General Services and the Executive Director over Student Programs

School Staff will:

1. Check location of Fire alarm before evacuating classes
2. Supervise evacuation according to the Emergency Evacuation Plan posted in every classroom
3. Close doors upon evacuating
4. Take class roster and take roll at evacuation site
5. Report missing students to the School Administrator
6. The Custodian or site Emergency Response Team member (ERT) will open necessary gates for emergency vehicles
7. Re-occupy buildings when ordered to do so by the Fire Department and the School Administrator.

### **Flooding**

Procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or failure of a man-made dam.

Procedure:

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911.
3. If School Administrator issues Evacuate Building or Off-Site Evacuation, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify Student Care Team of missing students.
5. Switch all passing bells to manual operation.
6. Contact appropriate COE Departments as needed

### **Loss or Failure Of Utilities**

#### Power Outage Procedure:

In most cases, power outages may be abrupt and unplanned. In case of a planned outage, work with the CCCOE for plans.

1. Check with the custodial team to see if this is a site issue or if this is a community issue
2. Alert the Director over General Services of the power outage
3. Contact the CCCOE Maintenance and Operations Department
4. Send communication to faculty and staff about the outage. Create a call to the students' families if possible
5. Continue with the day if possible
6. If a family comes to pick up a student: (maybe create an SOP for what to do if the power goes out for parents/guardians)
  - a. If student information system is working, proceed with regular check-out procedures.
  - b. If student information system is not working, ask for legal identification and write down the full legal name, address, phone number, name of student.
    - i. Have the person sign their name.
  - c. Submit a copy of the sign in sheet to the Executive Student Programs Director's office
7. Principal designees walk and contact each classroom teacher and check-in for support needed
8. Each teacher should have a clipboard in their classroom with every period's class roster.

### **Motor Vehicle Crash**

Procedure addresses situations involving Motor Vehicle Crash on or immediately adjacent to school property.

#### Procedure:

The School Administrator will:

1. Call 9-1-1, if warranted
2. Broadcast the appropriate emergency response to staff and student if on school property
3. Notify the Director over General Services and the Director over Student Programs

## **Pandemic**

CCCOE Schools coordinates with the County Health Department, local schools, and emergency services to follow guidelines and recommendations regarding the impact and management of pandemics on schools and students. Updated procedures are kept on the CCCOE Website at the following address: [https://www.cccoe.k12.ca.us/news/spotlight/information\\_about\\_coronavirus](https://www.cccoe.k12.ca.us/news/spotlight/information_about_coronavirus)

## **Psychological Trauma**

Crisis Management Actions are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from community and news media.

As a result of such emergencies, students and staff may exhibit variety of psychological reactions. As soon as physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of students and staff.

### **Procedure:**

The Contra Costa County Office of Education follows the National Association of School Psychologists (NASP) PREPaRE model for evidence-based crisis prevention and response. Additionally, the Contra Costa County Office of Education has a comprehensive Suicide Prevention and Intervention Policy and Protocol. Both the PREPaRE model and Suicide Prevention and Intervention policy align with the following steps school staff will take in the event of psychological trauma, whether that be related to individual student circumstances or the aftermath of a larger crisis situation that impacts multiple students.

1. Notify administrators and mental health professionals
2. Maintain supervision of the student
3. Assess the individual student or triage students to determine next steps
4. Contact other agencies as needed (e.g., 911, mobile crisis response, law enforcement)
5. Notify parent/family/guardian
6. Provide resources
7. Document the situation
8. Monitor the student's progress and follow up, including working with other agencies supporting the student
9. Debrief with staff how the response went to learn from the incident and make changes if needed

## **Suspected Contamination of Food or Water**

Procedure followed if site personnel report suspected contamination of food or water. Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Students and staff will be directed to not eat or consume water.

### **Procedure:**

1. School Administrator and, Cafeteria Supervisor or Plant Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911.

3. Other Contra Costa County and State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate
6. School Administrator maintains a log of affected students and staff and symptoms, food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

### **Unlawful Demonstration or Walkout**

A walkout/demonstration is any unauthorized assemblage on or off campus by staff or students for purpose of protest or demonstration.

#### Procedure:

- Determine whether it would be appropriate for the school to set up a safe space for students to protest, or to work with local officials to find a safe space in the community for student protests
- Determine whether school or local police should accompany students in protest
- Protect school and community property in collaboration with community partners
- Consider how to handle lost instructional time
- Determine whether and under what circumstances disciplinary action may be required
- Consider how to ensure that the learning environment of students who are not participating in demonstrations is not disrupted
- Consider how to ensure students who wish to participate in demonstrations have a safe place to express their concerns and be civically engaged; and
- Determine how to engage with families to help reinforce expectations of students and discuss possible responses to protests.