

# Comprehensive School Safety Plan SB 187 Compliance Document

**2017-18  
School Year**

**School:** Quincy Junior/Senior High School  
**CDS Code:** 32103220108001  
**District:** Plumas Unified  
**Address:** 6 Quincy Junction Road  
Quincy, CA 95971  
**Date of Adoption:** September 27th, 2017

**Approved by:**

Name	Title	Signature	Date
Tim Gallagher	Principal		
Aleece Oravetz	Teacher		
Harlon Sevier	Safety Officer		

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

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 Quincy Jr/Sr High School.

### **Safety Plan Vision**

Board Policy 0450

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

### **Purpose and Scope**

The Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an Emergency incident involving a PCOE/PUSD school facility.

### **Key Emergency Contact**

After contacting 911, it is imperative during an emergency to contact the Superintendent as quickly as possible (283-6500x5221). The Superintendent will respond immediately to the emergency and alert the appropriate members of the Plumas County Safety Team.

### **Safe School Leadership Team (SSLT)**

Each PUSD facility and administrative site will have a Safe School Leadership Team(SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Standardized Emergency Management System(SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdictional emergencies in California.

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management. The District School Safety Team Functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the district are positioned to Integrate services when an incident occurs on an area, regional or state level. By standardizing key elements of the emergency management system, SEMS is intended to:

- o Facilitate the flow of information within and between levels of the system.
- o Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources, Use of SEMS will reduce the Incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the need so fall emergency responders.

Essential Management Functions:

SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: Command, Operations, Planning/intelligence, Logistics, and Finance/Administration. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this documents, will also assist the Incident Commander System if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

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

### Quincy Junior/Senior High School Safety Committee

Tim Gallagher, Chairman,

Aleece Oravetz & Jennifer Nesbit: Incident Commanders

Harlon Sevier & Chad Hyink: Site Facility Security

Matt McMorrow, Ron Logan, & Marisa Lerch: Search & Rescue

Jody Johnson, Jennifer Nesbit: Medical First aid & Triage

Nicole Yoacham, Adrienne Johnson, Becky York, Rhonda Wayson: Student Care

Mike Woodlee, Erica Perdue, Tracee Dunmore: Student Release

### Assessment of School Safety

October, 2016

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

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

Section 11166 of the Penal Code requires any child care custodian, (which in our District includes all Certificated and Classified employees, substitute, and temporary personnel) who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom (s)he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible by telephone, and to prepare and send a written report thereof within thirty-six (36) hours of receiving information concerning the incident.

Prior to employment, employees will sign a statement acknowledging that the employee knows the legal requirement to report known or suspected instances of child abuse and will comply with this provision of the law.

A copy of Penal Code Section 11166 which explains the procedures for reporting child abuse may be obtained at the District's Personnel Office and is available at each school site.

If you are unclear about what constitutes as child abuse, please consult your site administrator. CPS can be reached at (530)283-6350, fax (530)283-6368. The form can be found online, [http://ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://ag.ca.gov/childabuse/pdf/ss_8572.pdf)

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

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

Ensure Safety of Students and Staff

Notify Emergency Services

1. Fire 911
2. Police 911
3. Ambulance 911

Notify District Office (One of the following offices)

1. Office of the Superintendent: 283-6500 extension 5221 or extension 5217
2. Sheriff's Department: 283-6300
3. Transportation Department: 283-6545 extension 5106

In Case of Injury

1. If it is necessary to send the person(s) to the hospital, have a staff member go with them. The staff member should be instructed to:

- Make no statements or release any information to the media.
- Keep District Office advised of the person's status.
- Protect the privacy of the victim(s) and/or their families.

#### Building Chain of Command (Persons in Charge)

Each school site should establish a Standardized Emergency Management System (SEMS) Incident Command System which provides for:

1. Incident Command Structure with at least two alternates assigned to the Incident Commander position.
2. A buddy system between teachers to allow teacher members of the ICS Team to leave their students with another teacher.

#### Media Procedure

REFER ALL MEDIA TO THE OFFICE OF THE SUPERINTENDENT.  
ALL STATEMENTS WILL BE ISSUED FROM THERE.

#### MEDICAL EMERGENCY- CODE BLUE

Our school has organized a response team for the purpose of providing emergency medical care in the school setting. Volunteers for the Code Blue team will be approved by the school administration and be responsible for responding to every Code Blue within their assigned locations.

When a person is found to need emergency medical attention, the following procedure will be followed unless instructed by the school nurse or principal.

IMPORTANT! If the student or injured person is unresponsive and not breathing, 911 should be called immediately, and the first responder who is trained in CRP will initiate rescue breathing. The first responder may request that a bystander retrieves the AED.

1. The person identifying an emergency situation will notify the office by using the phone in the classroom or by sending a student to the office to report a Code Blue and the location. (The initial responder will remain with the injured or ill student until the school nurse or Code Blue team arrives or when excused by the emergency medical personnel.
2. The school nurse will respond immediately if in the office. If the Code Blue team needs to be alerted, the office will announce "code blue" and the location three times on the all-call mode of the intercom. Office personnel will make sure the Administration is notified immediately.
3. Code Blue team members will all respond, having made prior arrangements for their class coverage. The first Code Blue team member to arrive will assume the role of team leader until the school nurse arrives.
4. The school nurse or first responder will evaluate the student, assess the situation and give further instructions.
5. The student's medical record and identifying information with parent/guardian emergency numbers can be obtained in the front office.
6. The parent is notified by the school nurse, Code Blue team leader, or designated person as soon as the student is stabilized. The Administration or team leader may authorize emergency transport to a medical facility if the parent cannot be located.
7. An accident report is initiated by the staff person who originally responded to the emergency situation and submitted to the principal. If Code Blue occurred in the absence of the school nurse, a copy is given to her/him for documentation in student records.

#### Steps to take in a medical emergency:

1. Assess the situation (e.g. choking, no breathing, severe bleeding, shock etc.) and apply immediate First Aid if you know what to do. Improper First Aid can harm more than help so if you don't know proper First Aid, locate someone who does.
2. Call for emergency ambulance/paramedic assistance. Unless there is an immediate life-threatening situation, don't move an injured or unconscious individual.

The following is not meant to be a First Aid course, but only to serve as a reminder for those already trained in First Aid.

#### No Breathing

1. Get airway,
2. Breathe air into victim
3. Check to see air is inflating lungs
4. Continue until help arrives.

#### Choking

1. Let victim cough without assistance first
2. Use the Heimlich Maneuver.

#### Broken Bone

1. Immobilize affected body area
2. Don't move or attempt to splint fracture.

#### Shock

1. Elevate legs above heart and head
2. Keep victim warm.

#### Poisoning (Severe)

1. Determine toxin
2. Give antidote.

#### Bleeding

1. Apply direct pressure
2. Apply pressure to pressure points

#### Seizure

1. Remove dangerous objects from proximity
2. Don't restrain victim or give fluids
3. Let seizure run its course

#### Hypothermia

1. Wrap affected area to warm slowly

#### Heat Stroke

1. Lower body temp using cool compresses
2. Shade body from direct sun

#### Burns

1. If possible flush area with water
2. Wrap with sterile dressing

#### DEATH OF A STAFF MEMBER/STUDENT

##### Administrative Action

1. Assess the situation.
2. Call 911, if necessary.
3. Emergency Team reports. Designate one administrator/staff member to personally contact the deceased's family and offer support.
4. Gather Information:
  - Student's schedule and emergency contact card.
  - Names of student's close friends, siblings, and schools they attend.
  - \* Names of witnesses, if any.
  - School schedule and list of administration/guidance staff names.
5. Designate rooms to be used for grief counseling. Location(s): PCCS lunch room



6. Adjust scheduled activities.
7. Keep school personnel updated on events and circumstances.
8. Anticipate absences on the day of a funeral and consider alternative scheduling.
9. Stop any disciplinary, or special notifications that may inadvertently be sent to the deceased's family.
10. Procure personal items of the deceased from lockers, desks, etc.
11. Identify and communicate with other affected schools

NOTE: DO NOT immediately rearrange class seating. This may be accomplished at a later date.

#### Administrative Action

#### Announcing the Loss to School

1. Notify school personnel before the start of the student school day.
2. Have teachers privately send distressed students for counseling.
3. Announce the loss to the entire school providing facts that will reduce rumors. Provide moment of silence.
4. Make arrangements for counselors/administrators to visit selected classes, as needed, and speak directly/personally to staff members/staff.
5. Be visible on campus.
6. Follow up the student day with a short faculty meeting to review the facts of the incident and the role of faculty in further coping with the loss. Allow the faculty the opportunity to share experiences and suggestions.

#### PROCEDURES FOR SCHOOL CLOSURES / DELAYED START

In the event that it becomes necessary to cancel school for an entire day or a partial day, or to delay the start of school, the following procedures will be followed:

The decision to delay or close school shall be made by the Superintendent.

Factors which will be considered in making the decision shall include the present road conditions, the present and future weather conditions, the status of heat, water and electric power at each school site.

Since it is in the best interest of the students and staff to make a decision to close a school in a timely fashion, every effort will be made to announce the school closures by 6:00 am.

#### NOTIFICATION OF SCHOOL CLOSURE

When the decision has been made to close or delay the start of the schools in one or more of the communities within the district, the Superintendent/designee will notify the affected site administrators, place a notice on the PCOE website, put a message on the District Office voicemail ext. 1, and notify local radio stations.

Principals will be responsible to notify school site staff and the supervisor of transportation will be responsible to notify all bus drivers. Principals are encouraged to develop a staff phone tree and to use the School Messenger automatic calling system to disseminate such information rapidly. Principals should include the above information about notification of school closures in their school newsletters several times during the winter months when closures are most likely to occur.

#### SCHOOL CLOSURE FOR A PARTIAL DAY

In the event that it becomes necessary to close schools in a specific community for safety reasons after students are in attendance during the day, the principals shall confer with the Superintendent who shall make the decision with the supervisor of transportation. The Superintendent/designee will notify the affected site administrators, place a notice on the PCOE website, put a message on the District Office voicemail ext. 1, and notify local radio stations. Principals will establish a procedure to directly contact parents – no student will be sent home without verification that a parent or designated adult is there to receive them.

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

Per Ed Code 32280, public agencies, including the American Red Cross, are permitted to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

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

#### Philosophy

Successful schools provide a safe and welcoming environment where all students have an opportunity to learn and teachers can devote their time to teaching. Student discipline that focuses on prevention, intervention, and teaching appropriate behavior is an essential factor in this equation.

The Plumas County Office of Education / Plumas Unified School District desires to provide a safe, supportive, and positive school environment conducive to student learning, which prepares students for their future by fostering a supportive community where students can learn and grow into responsible citizens. The Board believes that clear and consistent expectations for student behavior, education about why certain behavior is inappropriate, the use of effective school and classroom management strategies and parent involvement can all minimize the need for discipline.

We encourage parents and students to become thoroughly familiar with the contents of these expectations to ensure that everyone understands both the philosophy behind our behavior guidelines as well as the consequences of behavior guideline violations. We will treat all students, including those disciplined, respectfully and with fairness.

#### Grounds for Disciplinary Action

California State Education Code is clear that schools may discipline students for misbehavior when the offense is related to school attendance and occurs (1) while on school grounds, (2) while going to or coming from school (3) during the lunch period whether on or off campus, and (4) during, or while going to or from, a school-sponsored activity.

Examples of unacceptable behavior are listed below. The explanations and consequences listed below for behavior expectation violations are in summary form and may include other specific behaviors and/or consequences not mentioned in the text. Students may be suspended and/or expelled from school for any violation of Education Code sections 48900, 48900.2, 48900.3, 48900.4, 48900.7 and 48915. However, suspension will only be used for a first offense for the offenses identified by law or where it is determined the student's presence causes a danger to persons. Similarly, expulsion will only be utilized for first offenses in serious cases of misconduct.

See PCOE/PUSD Behavior Expectations for specific offenses and actions.

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

Per the California Safe Schools Act (SSA) PUSD/PCOE notifies teachers of the presence in their classrooms of students who have been suspended or expelled within the past three years. This notification is provided via the Aeries student attendance system. Students who have been suspended or expelled within three years will have a red asterisk next to their names on the Aeries main class attendance screen. The asterisk notation at the bottom of the screen is "Student has SSA date."

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

It is the policy of the Plumas Unified School District to provide all District employees and students a work and academic environment free from any physical or verbal harassment, of a sexual nature. Sexual harassment is considered to be a major offense, which can result in disciplinary action, up to, and including termination for employees, and expulsion of students in grades 4-12.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, when:

- \*Submission to the conduct is made either an explicit or implicit condition of an individual's employment or academic status.
- \*Submission to, or rejection of, the conduct is used as the basis for an employment or academic decision affecting that individual.
- \*The conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile, or offensive working or academic environment.
- \*Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs or activities available at or through the Plumas Unified School District.

Examples of sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions.
- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, overly personal conversations or pressure for sexual activity.
- Sexual jokes, stories, drawings, pictures or gestures, including sexually explicit e-mails.
- Spreading sexual rumors.
- Touching an individual's body or clothes in a sexual way.
- Cornering, blocking, leaning over or impeding of normal movements.
- Displaying sexually suggestive objects in the work or academic environment.
- Massaging, groping, fondling, stroking or brushing the body.

The District prohibits retaliatory behavior towards any complainant or participant in the complaint process.

The District has established procedures for filing complaints of sexual harassment. These procedures, and information concerning the procedures, may be obtained from the Human Resource Department. Any employee who feels (s)he is being harassed, should immediately contact his/her supervisor or Terry Oestreich, Assistant Superintendent - Human Resources to report a complaint. A student or parent(s) on behalf of a student, who feels (s)he is being harassed, should immediately report the incident to their site Principal. All employees have the responsibility for maintaining an academic and work environment free of sexual harassment. This responsibility includes adhering to the District's sexual harassment policy by not engaging in any inappropriate conduct.

The District has adopted a policy prohibiting sexual harassment as required by State law (BP 5145.7) The Governing Board is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity.

The Superintendent or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual misconduct or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school. They shall be informed that they should immediately contact the principal or designee if they feel they are being harassed.

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action up to and including expulsion.

Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

Staff shall immediately report complaints of sexual harassment to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

If a situation involving sexual harassment is not promptly investigated and remedied by the principal or designee, a complaint of harassment may be filed in accordance with the district's uniform complaint procedures or procedures for complaints concerning district employees. The Superintendent or designee shall determine which procedure is appropriate.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

(AR 5145.7) Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the individual.

The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

## Notifications

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

Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education Code 48980)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted. (Education Code 232.5)

Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session. (Education Code 231.5)

Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures and standards of conduct. (Education Code 231.5)

Be provided to employees and employee organizations.

## Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

- a. The student who is complaining
- b. The person accused of harassment
- c. Anyone who witnessed the conduct complained of
- d. Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witness and other evidence of the harassment, and put his/her complaint in writing.

3. The principal or designee shall make a written report of the complaint. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situations, the principal or designee also may discuss the complaint with the following persons:

- a. The Superintendent or designee
- b. The parent/guardian of the student who complained
- c. If the alleged harasser is a student, his/her parent/guardian
- d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- e. Child protective agencies responsible for investigating child abuse reports (cf. 5141.4 - Child Abuse Prevention and Reporting)
- f. Legal counsel for the district

4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. In reaching a decision about the complaint, the principal or designee may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

6. To judge the severity of the harassment, the principal or designee may take into consideration:

- a. How the misconduct affected one or more student's education
- b. The type, frequent and duration of misconduct
- c. The number of persons involved
- d. The age and gender of the person accused of harassment
- e. The subject(s) of harassment
- f. The place and situation where the incident occurred
- g. Other incidents at the school, including incidents of harassment that were not related to gender

7. The principal or designee shall write a report to his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.

8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.

9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

#### Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
2. Providing staff in service and student instruction or counseling.
3. Notifying parents/guardians of the actions taken.
4. Notifying child protective services.
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she was not true.

(cf. 1312.1 - Complaints Concerning District Employees) (cf. 1312.3 - Uniform Complaint Procedures)

Persons found to have knowingly made false allegations of sexual harassment shall be subject to disciplinary action. Persons submitting an unsubstantiated good faith complaint or report of sexual harassment shall not be subject to disciplinary action.

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

Dress And Grooming AR 5132

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Hats, caps and other head coverings shall not be worn indoors, unless for medical or religious purposes.

Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Gym shorts may not be worn in classes other than physical education.

Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

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

##### EVACUATION

1. An evacuation should commence upon decision and directive of the principal or his/her designee. An evacuation might be ordered immediately following receipt of a call depending upon the nature of the threat or if a suspicious object is observed.

2. A fire drill signal should be used to avoid unnecessary confusion and possible panic; however, precautions must be taken to avoid the danger of evacuating students past the location or in the immediate vicinity of a bomb by having an administrator notify those classes of alternate routes prior to ringing the bells.

3. Students and staff should take only those personal belongings in their immediate possession when an evacuation is ordered.

4. Students should be kept as far away from the affected building(s) as possible until the danger has passed. If an evacuation is required in inclement weather, contact TRANSPORTATION to request buses.

If a suspected explosive is discovered, or if an explosion actually occurs and structural damage indicates the need, gas and electricity should be turned off at the main valve or switch to minimize the possibility of fire in case of explosion. (Note: All administrators should know where all utility shut-offs are located.)

#### EVACUATION OF SCHOOL BUILDINGS

In a number of situations it may be necessary to evacuate a school building. These situations may include fire and bomb threats. The following steps must be followed.

1. Maps should be posted in all classrooms indicating primary and secondary egress routes and holding areas/assembly points.
2. Teachers should bring their class record books with them when evacuating their classroom/building.
3. Teachers should ensure all students are out of the classroom and adjoining bathrooms.
4. Teachers should turn off the lights/fans and close the door prior to following their students out of the building.
5. Instruct the first student in line to hold open exit door(s) until all persons in the class have evacuated. (Continue this procedure until the building is clear.)
6. Classes proceed to the pre-designated holding area/assembly point. Once there, teachers should make note of students who are not present and maintain order.
7. Teachers should remain with their classes until an "all clear" signal is sounded or other instructions are given by an administrator.

#### ALTERNATE EVACUATION SITE

In the event an alternate site is needed, a phone call must be made to alert people in the alternate facility that students are on the way. If the facility is not a school, a Facilities Use Agreement signed by PUSD and the property owner will be kept updated and on file. District employees will supervise the students while at the alternate evacuation site.

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

#### **Component:**

People and Programs  
The Social Climate

#### **Element:**

Effective Dates: 2017-2018

#### **Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation
Goal #1: Implement the Positive Behavior Intervention and Support program	By June, 2018	PBIS training and materials	Aleece Oravetz, Vice-Principal	Annual evaluation

**Component:**

The Physical Environment

**Element:**

Effective Dates: 2017-2018

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation
Goal #2: Practice emergency response drills, including a site evacuation drill, lock down, fire and earthquake drill, including various scenarios in each situation.	Complete drills, June 2018		Aleece Oravetz, Vice-Principal	Drill evaluations

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

**Quincy Junior/Senior High School Student Conduct Code**

Duty Concerning Conduct of Pupils. Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground.

Duties of Pupils. Pupils must conform to school regulations, obey all directions, be diligent in study, be respectful of teachers and others in authority and refrain from profane/vulgar language.

(5 CCR 300)

Please see PCOE/PUSD Behavior Expectation policy.

**Conduct Code Procedures**

Please see PCOE/PUSD Behavior Expectation policy.

**(J) Hate Crime Reporting Procedures and Policies**

From PUSD/PCOE Uniform Behavior Expectations:

CAUSED, ATTEMPTED TO CAUSE, THREATENED TO CAUSE, OR PARTICIPATED IN AN ACT OF HATE VIOLENCE. (Education Code §233, 48900.3)

Consequences:

- 1st Offense: Alternative Consequences to Suspension or for grades 4-12: 1-3-day suspension where finding that student's presence causes a danger to others, possible recommendation for expulsion, and notification of appropriate law enforcement agency.
- 2nd Offense: 2-5-day suspension, possible recommendation for expulsion, and notification of appropriate law enforcement agency.

Complaint Procedures

Uniform Complaint Procedures (Board Policy 1312.3)

The Governing Board recognizes that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve complaints at the local level and shall follow uniform complaint procedures pursuant to state regulations

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

The district shall follow uniform complaint procedures pursuant to state regulations when addressing complaints alleging unlawful discrimination or failure to comply with the law in adult basic education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, and special education programs.

The Superintendent or designee shall ensure that employees designated to receive and investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board acknowledges and respects student and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant alleging discrimination shall be kept confidential as appropriate.

The Board recognizes that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute. The Superintendent or designee may initiate a mediation process before beginning a formal compliance investigation, provided that all parties to the complaint agree to try resolving their problem in this way. The Superintendent or designee shall ensure that all mediation results are consistent with state and federal laws and regulations.



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

The Safety Planning Committee recommends this Comprehensive Safety School plan to the district governing board for approval.

## Safety Plan Appendices

## Emergency Contact Numbers

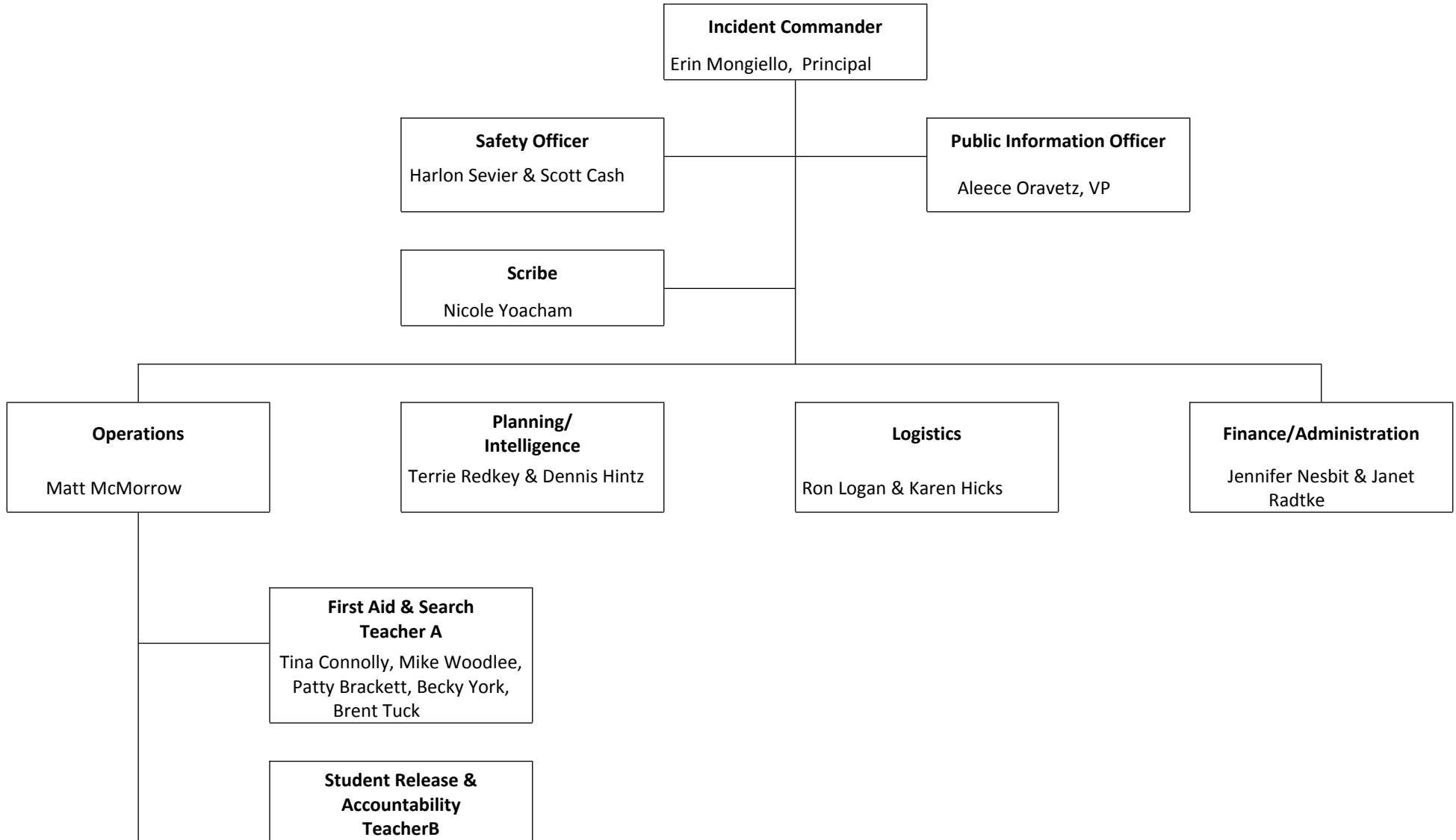
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Cal Trans	283-2610	
	County Road Department	283-6268	
	County Sheriff	283-6300 or (911) emergency	
	California Highway Patrol	283-1100, 257-9605	
	PG&E Power Outage Reporting	1-800-743-5002	
	Social Services	283-6473	
	Road Condition Information	1-800-427-7623	
	Telephone Repair	611	

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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
The Comprehensive School Safety Plan is reviewed annually by the QHS Site Council.	September, 2017	Quincy High School

**Quincy Junior/Senior High School Incident Command System**



Suzanne Stirling, Erica Perdue,  
Jill Dupras, Carol Bernard,  
Lindsay Vert, Luke Barnes,  
Marisa Lerch, Jessica Stone,  
Danielle Frid, Tracy Kepple &  
Kathy Caley

## **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:

When activating SEMS, the Incident Commander for the site will hand over Incident Command to the highest ranking emergency response unit to handle the emergency, while the school Incident Commander will activate the school emergency protocols and Incident Command System.

### **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.

### **Animal Disturbance**

### **Armed Assault on Campus**

The ALICE response to an armed intruder is NOT intended to be followed in sequence – the response should reflect the specific circumstances of the situation!

#### **1. ALERT -**

Call 911. DON'T HANG UP THE PHONE UNTIL RELEASED BY 911 OPERATOR. If 911 is unavailable, call the Plumas County Sheriff's Office at 283-6300.

When making a notification of an ARMED INTRUDER/SHOOTING:

Attempt to determine: (if you can safely do so)

- a. Number and location of the armed intruder(s)
- b. Description of the armed intruder(s)

1. Lockdown – Lock and/or secure your doors and provide a barricade with all available materials and cover all windows which may give the armed intruder a view of the room. Students and staff should silence all mobile devices. Prepare to evacuate and/or counter if needed.

2. Inform - Sound dangerous intruder signal (bell - 3 sets of 3). Backup notification system – use intercom phones for a school-wide announcement using clear language to notify all students and staff of the presence of an armed intruder and if possible the location of the intruder(s).

3. Counter – Counter is an absolute last resort! Move, make noise, and throw objects to distract the shooter. Use body weight and gravity to gain control.

4. Evacuate – Move from the building and away from the armed intruder, if at all possible to safely do so. If breaking windows is necessary, do so from the top corner. Students should evacuate to their pre-determined location or evacuation center. If law enforcement arrives – keep hands visible!

5. During the incident: (if you can safely do so):

- a. Render FIRST AID to injured,
- b. Notify school administration or law enforcement of:
  - LOCATION OF INCIDENT
  - LOCATION OF INTRUDER
  - INTRUDER’S MODE AND DIRECTION OF TRAVEL (walking or running, toward what area of the school?)

6. After law enforcement or school administration has directly instructed you that the immediate danger is over:

- a. AVOID parked private vehicles and trash cans until all have been cleared by law enforcement (possible bomb danger)
- b. DO NOT TOUCH or allow students to touch:
  - weapons, guns, knives, club, or shell casings,
  - any area possibly touched by the intruder,
  - notes or other written materials left by the intruder.

7. Activate Incident Command

- a. Student Release Team activated

In preparation for an Armed Intruder/Shooting incident:

- a. All staff should develop the habit of being aware of their surroundings – constantly vigilant for potential threats.
- b. All students and staff should be taught the dangerous intruder signal and backup signal.
- c. All school staff should know the location of the off campus evacuation center.
- d. A report-in procedure should be established and disseminated to students and parents. Parents and students should be instructed that students who flee the campus without being released to a parent by school staff need to use the procedure to report in as soon as they are safe.
- e. All school staff should be trained in how to make a general announcement on the school’s intercom phones.
- f. School staff should evaluate all classrooms and determine if, during a lockdown that classroom can provide cover and concealment for students, or if they should be moved to a nearby location providing better cover and concealment.
- i. Cover = a bullet-proof barrier between students and shooter
- ii. Concealment = a placed where students are not visible to shooter
- g. All school staff should be trained and directed to evaluate circumstances and modify procedures to keep students out of harm’s way.
- h. Trauma training and trauma first aid kits should be provided to school staff
- i. Post-incident student release procedures should be established and practiced
- j. Parents should be informed of site response plans for Armed Intruder/Shooting:
  - a. Auto caller response for all students required for accountability purposes.
  - b. Student release procedure
  - c. Location of off-campus evacuation center(s).
  - d. LAW ENFORCEMENT’S PROTOCOL TO IMMEDIATELY SHOOT WITHOUT WARNING ANY ARMED ADULTS ON CAMPUS (no parent armed rescue attempts).

In the event of a lockdown, CODE RED:

Signal: three continuous series of short bells

To be used in the event of:



- Armed Intruder
- Hostage Crisis

Teachers will:

- Immediately lock their classroom door
- Instruct students to lie on the floor
- Close all blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Crisis Response Team or Police

Students will:

- Immediately drop to the floor, away from doors or windows
- Remain silent
- Await further instructions from teacher

Crisis Response Team Members will:

- Establish communication with appropriate law enforcement agency
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal or ranking law enforcement official)
- Teachers are given the "All Clear" signal by verbal instructions

### **Biological or Chemical Release**

Checklist should be employed during spill, unknown odors, leak, or any other time when a dangerous or potentially dangerous condition exists. Some hazardous materials may be located on district sites and should be inventoried, used, stored, and regularly disposed of in a safe and legal manner.

Contact an administrator and call "9-1-1"

Based upon conversation with fire officials, decide whether to evacuate building

Move to an area of safety and maintain control of students; have students stay clear of the hazardous materials

Inform faculty

Establish a Command Post away from the danger area; activate needed emergency management personnel or field teams; co-locate school Command Post with fire personnel

Have the building custodian report to the Command Post

Provide the following information to fire officials

- Floor plans, location of utility controls
- Information on Staff in the area
- Information on Students in the area

Plan possible evacuation routes away from the campus; inform District Office

Resume school activities only after buildings have been inspected and determined safe by proper authorities

### **Bomb Threat/ Threat Of violence**

Most bomb threats in schools are threats only. There is always the possibility that an explosive device is on the premises so we must assess each threat individually to determine the seriousness. Most terrorists do not focus on schools, but on other public buildings.

1. Attempt to keep the caller on the line as long as possible while someone else contacts the Sheriff's Office immediately so the call can be traced.

2. Ask the caller as many serious questions as you can think of such as what time the bomb is to explode, how big the bomb is, what kind of bomb it is, why they picked your school to bomb, what group they represent, what they want to accomplish by this bombing etc. Write down the exact words the individual says, listen and be courteous.

3. Try to determine: the individual's identity: Male, Female, Adult, Juvenile, Age; Voice: Loud, High-Pitched, Raspy, Intoxicated, Soft, Deep, Pleasant; Speech: Fast, Slow, Distinct, Distorted, Stutter, Nasal, Slurred, Lisp Language; Manner: Calm, Angry, Rational, Irrational, Coherent, Emotional, Laughing; Background Noise: Office Machines, Factory Machines, Trains, Animals, Music, Voices, Street Traffic, Airplanes, Party Atmosphere. Additional Information: Date of Call, Time.

4. If you assess the threat as serious, evacuate the school (Decision of Superintendent).

5. If you notice any unusual objects at your school, report them to the Sheriff. KEEP CALM. DO NOT APPROACH OR TOUCH ANY SUSPICIOUS OBJECTS. BOMBS MUST BE HANDLED BY TRAINED PERSONNEL ONLY. Any suspicious objects become the responsibility of the proper authorities.

## GUN/WEAPON ON CAMPUS

### Teacher/Student Notification

If you become aware of a gun or weapon on campus, contact the front office immediately without alerting student(s) and /or suspect(s) (if at all possible). Suggested methods of notification:

### STUDENT OBSERVED

1. Send reporting student to the office, if possible.
2. If the reporting student is unable/unwilling to report, follow the steps below. The student may remain anonymous.

### TEACHER OBSERVED

1. Send sealed message with trusted student that includes:
  - your name and location.
  - the name/description of the suspect.
  - any information regarding the weapons location or type.
2. Discreetly call the office if the suspect is not present.
3. Seek assistance from another teacher in reporting the incident.
4. WAIT FOR ADMINISTRATIVE RESPONSE.

IN ALL CASES - USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT AND FOLLOW THE ALICE PROCEDURES OUTLINED IN THE SECTION FOR ARMED INTRUDERS.

## Earthquake

Duck, Cover and Hold

Signal: 2 second Bell repeated

To be used in the event of:

- Earthquake
- Fallen Aircraft
- Possible Explosion
- Tornado/Severe Storm

Teachers will:

- Direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover their heads and faces with their arms

- Assume the same duck and cover position as the students
- Await further instructions from Crisis Response Team or “All Clear” signal
- After the “All Clear” signal, take roll and determine the condition of all students in the room
- Report injuries or other immediate safety concerns to the Crisis Response Team

Students will:

- Move quickly away from windows, bookshelves or unsecured carts or equipment
- If possible, duck under their desk or tables
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the “All Clear” signal

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal appropriate civil authority)
- Teachers are given the “All Clear” signal either one long bell or verbal instructions

The greatest threat during an earthquake is from falling debris. Blows to your head and neck area may result in a life-threatening injury. For this reason, you should seek cover whenever possible in order to deflect falling debris. As an added precaution, even after taking cover, use your hands and arms to protect your head and neck area.

Physically restricted individuals (e.g., disabled persons) unable to seek cover under a desk or table should seek cover beneath an interior doorway or center core wall.

#### DURING THE EARTHQUAKE:

1. Remain inside the building.
2. Seek immediate shelter under a heavy desk/table, or brace yourself inside a door frame or against an inside wall.
3. Stay away from windows, exterior walls, objects that could fall on you (lighting fixtures, bookcases, etc.)
4. Stay calm and remain where you are until the shaking stops.
5. DO NOT run outside, you are generally safer inside.

#### AFTER THE EARTHQUAKE:

1. Remain in the same position for a moment after the earthquake and visually assess your surroundings to be sure its safe to move from your spot.
2. DO NOT attempt to evacuate or leave your immediate area unless absolutely necessary or when instructed to do so.
3. Check for injuries, and assist students and co-workers who are suffering from injury, shock or emotional distress. Notify proper authorities, if possible, through whatever means is available if anyone has been injured and needs medical attention. Administer First Aid to injury victims. Remember that help may not be forthcoming because power and communication links are usually disrupted following an earthquake.
4. Assess your area for any dangers which might not withstand an aftershock and move away from it if possible.
5. Use telephone only in an emergency. Keep calls short, do not tie up the phone lines.
6. Tune in to an emergency radio station for additional information and follow instructions from proper authorities.

## **Fire on School Grounds**

Building Evacuation: Fire Alarm

Signal: Fire Alarm

To be used in the event of:

- Fire
- Chemical spill (on campus)

Teachers will:

- Secure their roll books
- Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- Close their classroom door after insuring that all students are out of the room, leave unlocked
- Take roll once all students have arrived at the assigned area
- Await further instructions from Crisis Response Team

Students will:

- File out of classrooms in a quiet orderly manner as directed by teachers
- Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

Crisis Response Team Members will:

- Determine the level of response required for the incident
- Establish an incident command center
- Notify District officials (Planning/Intelligence)
- Prepare materials for emergency response personnel (Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal or appropriate civil authority)
- Teachers are given the "All Clear" signal either one long bell or verbal instructions

## **Flooding**

The major concern during flooding is drowning or injury from floating debris.

Water is the most powerful force on earth. No humans or machinery can operate successfully any length of time against a raging body of water. The only defense is to assess where the flood waters will go and get out of the way by moving to higher ground. Each school must have a site evacuation plan that accounts for topography so the route does not pass through a flood plain that will be under water during a flood.

In the event someone gets caught in a powerful current follow these rescue steps:

1. Reach out to the person with an object they can grab.
2. Throw a buoyant object out to them that will help them stay on the water surface. If the object is tied onto a line tie off the shore end to something sturdy so the power of the water doesn't pull you in.
3. Attempting to swim to the individual is very dangerous. Many would-be rescuers drown unless they are wearing flotation equipment, and even then have lost their life if the equipment fails.
4. Do not enter or attempt to cross bodies of water.

## **Loss or Failure Of Utilities**

### **POWER FAILURE**

Power failures may result in loss of telephone service, heat, water and light causing potential emergency situations. Use of portable generators to restore power can be dangerous to utility workers trying to restore the power on transmission lines.

1. Retain room heat by keeping doors and windows closed or wear outdoor clothing to keep warm. Do not use heating appliances not meant for space heating or which require outside venting for heat.
2. Minimize water use so water pump expansion tanks water supplies last as long as possible.
3. Use available outside light or battery power flashlights.
4. Use portable/handheld radios for communication in place of telephones.
5. Make cell phone calls brief: Do not tie-up communication access.

### **Unlawful Demonstration or Walkout**

A riot may be defined as a large group of out of control individuals resulting in chaos and a complete breakdown of order. Adults are far out-numbered by students on campus at any given time and could not control such a situation without outside help.

In the event of a large civil unrest incident on campus:

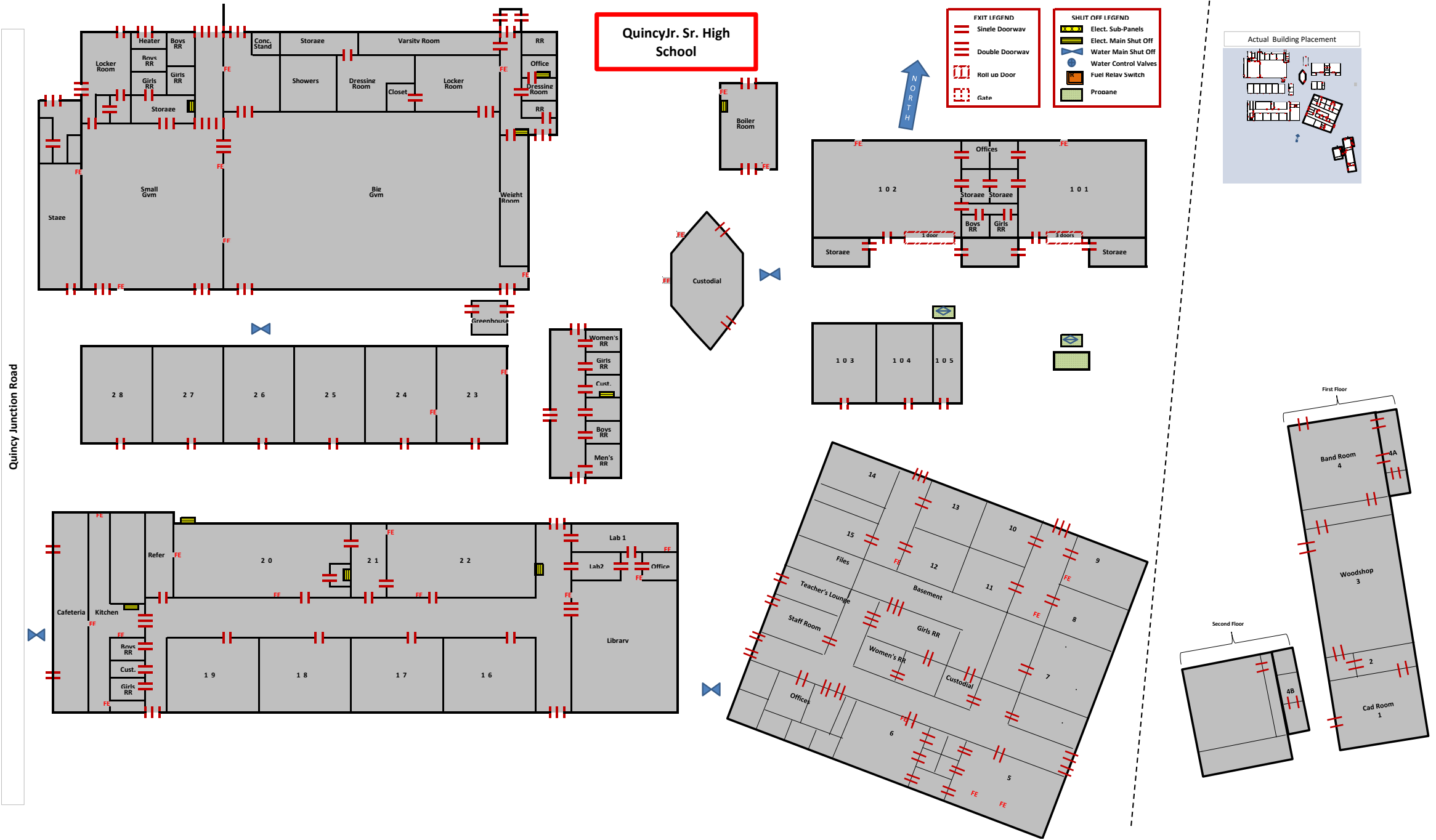
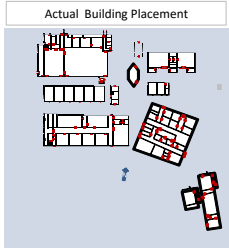
1. Contact law enforcement immediately and notify them of the approximate number of participants and presence of weapons.
2. Try to isolate the disorderly group away from other students by locking doors and windows or assembling orderly students in a secure area such as an auditorium or gymnasium.
3. Initiate "Shelter- in-Place" procedures for classroom.

## Emergency Evacuation Map

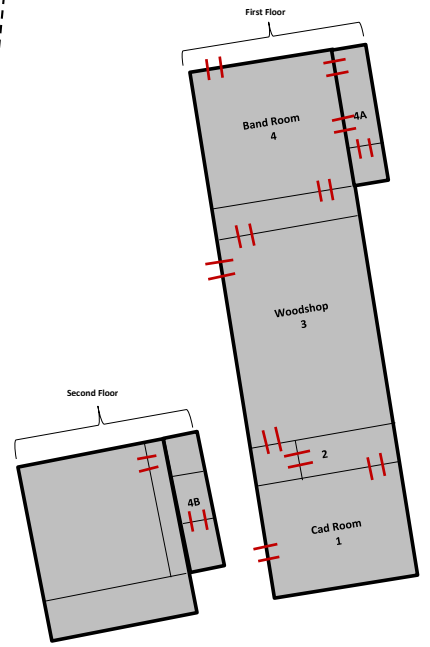
PARKING

# Quincy Jr. Sr. High School

EXIT LEGEND		SHUT OFF LEGEND	
	Single Doorway		Elect. Sub-Panels
	Double Doorway		Elect. Main Shut Off
	Roll up Door		Water Main Shut Off
	Gate		Water Control Valves
			Fuel Relay Switch
			Propane



Quincy Junction Road



Second Floor

First Floor