

Comprehensive School Safety Plan

2024-2025 School Year

School: Pacific View Charter School 2.0 - on Moore Avenue
CDS Code: 12 75515 1230150
District: Pacific View Charter School 2.0
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Eureka, CA 95501
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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 2937 Moore Avenue, Eureka CA 95501.

Safety Plan Vision

Pacific View Charter Safety Plan Vision

At Pacific View Charter on Moore Avenue, we are committed to fostering a safe, secure, and inclusive learning environment where every student, staff member, and visitor feels valued and protected. Our vision is to proactively create a culture of safety through collaboration, preparedness, and continuous improvement.

We strive to:

1. Ensure a Safe and Secure Campus – Implement comprehensive safety protocols that address emergency preparedness, campus security, and well-maintained facilities to prevent and mitigate potential risks.
2. Promote a Culture of Awareness and Prevention – Provide ongoing training and education for students, staff, and families on safety best practices, including emergency response, mental health awareness, and digital security.
3. Foster Positive and Inclusive Relationships – Cultivate an environment where respect, empathy, and open communication are the foundation of student and staff interactions, reducing incidents of bullying, harassment, or discrimination.

4. Empower Staff and Students with Preparedness – Conduct regular safety drills, establish clear communication channels, and equip all members of our school community with the knowledge and resources to respond effectively in any situation.
5. Engage Families and Community Partners – Strengthen partnerships with local law enforcement, emergency responders, and mental health professionals to create a network of support that extends beyond the school campus.

By upholding these principles, Pacific View Charter remains dedicated to ensuring that every student has the opportunity to learn and thrive in a safe and supportive environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Pacific View Charter School 2.0 - on Moore Avenue Safety Committee

Silias Radcliffe, Principal MARC Anita Matlock, Administrative Secretary Laurie Repchinuck, Site Secretary Dusty Scofield, Teacher

Assessment of School Safety

Conducted on an Annual Basis

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

In alignment with California Education Code (EC) Section 32281(a)(1), Pacific View Charter on Moore Avenue has implemented the following strategies and programs to ensure and maintain a high level of safety:

A. Child Abuse Reporting Procedures

All staff members are trained to identify and report signs of child abuse in compliance with the Child Abuse and Neglect Reporting Act. Mandatory reporting protocols are in place to ensure timely and appropriate responses to any suspicions of abuse.

B. Disaster Response Procedures

The school has established comprehensive disaster response plans, including regular drills for earthquakes, fires, and lockdown situations. These procedures are designed to ensure the safety of students and staff during various emergency scenarios.

C. Suspension and Expulsion Policies

Pacific View Charter maintains clear policies regarding student behavior, including detailed procedures for suspension and expulsion. These policies are outlined in the Student Handbook and are designed to promote a safe and conducive learning environment.

D. Procedures for Notifying Teachers of Dangerous Pupils

A confidential system is in place to inform teachers and relevant staff about students who have exhibited dangerous behaviors, ensuring that appropriate precautions and interventions are implemented.

E. Discrimination and Harassment Policies

The school enforces strict anti-discrimination and anti-harassment policies to foster an inclusive environment. Regular training sessions are conducted to educate students and staff about recognizing and preventing harassment and discrimination.

F. Bullying Prevention Policies

Pacific View Charter has implemented a comprehensive anti-bullying policy that includes prevention programs, reporting mechanisms, and intervention strategies to address and mitigate bullying incidents.

G. Schoolwide Dress Code

A schoolwide dress code is enforced to promote a respectful and distraction-free educational environment. The dress code is communicated to students and parents through the Student Handbook and school website.

H. Safe Ingress and Egress Procedures

The school has developed procedures to ensure safe ingress and egress for students, staff, and visitors. This includes designated drop-off and pick-up zones, supervised entrances and exits, and clear signage to guide movement on campus.

I. Safe and Orderly Environment

Pacific View Charter is committed to maintaining a safe and orderly environment conducive to learning. This commitment is reflected in the school's mission and vision statements, emphasizing a focus on student success and safety.

J. Rules and Procedures on School Discipline

The school has established clear rules and procedures regarding student discipline, aiming to promote positive behavior and address misconduct effectively. These guidelines are detailed in the Student Handbook and are regularly reviewed to ensure fairness and consistency.

These strategies and programs are regularly reviewed and updated to align with best practices and legal requirements, ensuring the ongoing safety and well-being of the Pacific View Charter community.

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

Reporting Responsibilities

All school staff members at Pacific View Charter School (PVCS) on Moore Avenue play a crucial role in ensuring the safety and well-being of students. As mandated reporters, staff members are legally obligated to report all known or suspected cases of child abuse and neglect to the appropriate authorities.

When a case of child abuse or neglect becomes apparent or suspected, the employee with knowledge of the situation must take immediate action, following these steps:

1. Immediate Reporting – The employee must contact Child Protective Services (CPS) and/or the local law enforcement agency by telephone immediately or as soon as possible.
2. Written Report – A written report must be submitted within 36 hours of the initial verbal report.
3. Collaboration with Administration – The employee and the school administrator will develop a plan to ensure ongoing monitoring and support for the student.
4. Confidentiality – All reported cases are handled with strict confidentiality. Copies of written reports are securely maintained in the administration office.
5. Follow-Up – School staff will work closely with CPS and/or law enforcement to provide any necessary support and follow-up actions as required.

Staff Training and Compliance

To ensure all staff members understand their legal responsibility, PVCS requires annual training on child abuse reporting procedures, as follows:

- Annual In-Service Training – All certificated and classified staff must complete training on mandated reporting before the start of each school year during a scheduled professional development session.
- Online Mandated Reporter Training – Employees are required to complete the California Child Abuse Mandated Reporter Training and pass the knowledge assessment.
- New Hire Training – Newly hired staff members must complete the online training and acknowledge their responsibilities as mandated reporters as part of the New Hire Checklist.
- BTSA Training for New Teachers – Newly credentialed teachers receive additional, in-depth training as part of the Beginning Teacher Support and Assessment (BTSA) program.
- Acknowledgment of Responsibilities – All employees must sign off confirming their understanding of their duty to report child abuse as part of their employment agreement.

Child Abuse Reporting Requirements

Legal Mandate:

Under Penal Code 11165-11174.3, certain professionals are classified as mandated reporters, including:

- Teachers
- Instructional aides
- Teacher's aides or assistants
- Classified school employees

- Employees of child care institutions

The responsibility for reporting rests with the individual employee. Notifying a supervisor alone does not fulfill the legal obligation to report suspected abuse or neglect.

What Must Be Reported?

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

Where Are Reports Submitted?

- Child Protective Services (CPS)
- County welfare agency
- Probation department
- Police or sheriff's department

Reporting Timeline:

1. Immediately report by telephone or as soon as possible.
2. Submit a written report within 36 hours of becoming aware of suspected abuse.

By following these detailed procedures, Pacific View Charter on Moore Avenue is committed to ensuring the safety and protection of all students. The school continues to uphold state laws and best practices to support student welfare through proactive monitoring, staff training, and collaboration with relevant agencies.

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

Disaster Plan (See Appendix C-F)

Disaster Procedures and Disaster Plan

I. Purpose & Commitment

Pacific View Charter School (PVCS) is committed to ensuring the safety and well-being of all students, staff, and visitors in the event of a disaster. This plan outlines the procedures and protocols for responding effectively to various emergencies, including earthquakes, fires, lockdown situations, and other disasters.

II. Disaster Procedures

A. General Emergency Response

In the event of a disaster, the following procedures will be followed:

1. Immediate Notification – The school administrator or designee will activate the emergency response system and notify local emergency responders as needed.
2. Evacuation or Shelter-in-Place – Depending on the nature of the emergency, students and staff will either evacuate or shelter in place following pre-established protocols.
3. Student & Staff Safety Checks – Designated staff members will conduct headcounts and report missing individuals.
4. Communication with Families – Parents and guardians will be notified through the school’s emergency communication system (e.g., phone calls, text messages, emails).
5. Emergency First Aid – Trained staff will administer first aid and assist injured individuals until medical personnel arrive.
6. Coordination with Emergency Services – The school will cooperate with local fire, police, and emergency medical teams to ensure an organized response.
7. Recovery and Reunification – A structured reunification plan will be implemented to return students safely to their families.

B. Specific Disaster Protocols

1. Earthquake Procedures

- During an Earthquake:
 - Drop, Cover, and Hold On under desks or sturdy furniture.
 - Stay away from windows, shelves, and objects that may fall.
 - Remain in position until shaking stops and it is safe to evacuate.
- After an Earthquake:
 - Evacuate to designated assembly areas if instructed.
 - Check for injuries and administer first aid.
 - Do not re-enter buildings until declared safe by authorities.

2. Fire Procedures

- Immediate Response:
 - Activate the fire alarm and call 911.
 - Evacuate using the nearest safe exit and path.
 - Assemble at the designated fire evacuation zone.
 - Conduct a headcount and report any missing individuals.
- Post-Fire Actions:
 - Await clearance from fire officials before re-entering the building.
 - Document damage and assist authorities in an investigation if necessary.

3. Lockdown/Intruder Procedures

- Lockdown Activation:
 - Announcement will be made via PA system: “Students are to Remain in Class”
 - Lock all classroom doors and turn off lights.
 - Stay silent and out of sight (away from doors and windows).
 - Do not open doors until law enforcement provides clearance.
- Post-Lockdown:

- Wait for an “All Clear” signal from school administration or law enforcement.
- Document and report any unusual incidents or missing students.

4. Severe Weather Procedures

- Shelter indoors and stay away from windows.
- Monitor emergency alerts for further instructions.
- Students remain indoors until given clearance to leave.

III. Disaster Plan

A. Emergency Roles and Responsibilities

1. School Administrator (Incident Commander)

- Initiates emergency procedures.
- Communicates with emergency responders.
- Provides updates to families.

2. Teachers & Staff

- Ensure student safety.
- Conduct headcounts and report missing individuals.
- Administer first aid if trained.

3. Office Personnel

- Maintain communication with emergency responders.
- Assist in reunification efforts.

4. Facilities & Security Staff

- Check for structural damage and hazards.
- Secure school entrances and exits.

B. Emergency Supplies & Resources

PVCS maintains emergency supply kits, including:

- First aid supplies
- Flashlights and batteries
- Bottled water and non-perishable food
- Emergency contact lists
- Blankets and sanitation supplies

C. Student Reunification Plan

- Parents/guardians must provide proper identification before picking up students.
- Students will be released from designated reunification points.
- Only authorized individuals listed on the emergency contact list may pick up students.

D. Communication Plan

- Emergency Alerts: Parents and staff will receive updates via school website, email, text messages, and phone calls.
- Public Information: The school administrator will act as the spokesperson in coordination with local authorities.

E. Training & Drills

- Regular Emergency Drills:
- Earthquake, fire, and lockdown drills conducted at least twice per year.
- Staff Training:
- Annual professional development on disaster response procedures.
- Student Awareness:
- Classroom discussions on safety and emergency preparedness.

F. Coordination with Local Authorities

PVCS collaborates with:

- Local police and fire departments
- County emergency management teams
- Community organizations for disaster recovery assistance

IV. Plan Review & Updates

- This Disaster Plan is reviewed annually and revised as needed.
- Feedback from staff, emergency responders, and community stakeholders is incorporated to improve effectiveness.

Public Agency Use of School Buildings for Emergency Shelters

Use of Building by Public Agencies: The two school sites are leased facilities and the lessors shall make arrangements for use of the buildings during/after an emergency.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

II. Suspension Guidelines

A. Grounds for Suspension (EC 48900, 48900.2, 48900.3, 48900.4, 48900.7)

A student may be suspended for committing any of the following offenses:

1. Inappropriate Behavior
 - Inappropriate language, profanity, or inappropriate behavior
 - Disruption/teasing
 - Refusal to work or inappropriate clothing
 - Disrespect, horseplay, or violation of class rules
2. Disrupting School Activities (EC 48900K)
 - Obscene acts, habitual profanity, or vulgarity
 - Disrupting school activities
3. Threats, Violence, or Harm to Others (EC 48900(a)(1)(2))
 - Injurious or threatening conduct, including fighting
4. Possession of Dangerous Objects (EC 48900(b))
 - Possession of a knife, explosive, or other dangerous objects
5. Drug and Alcohol Violations (EC 48900(c), 48900(d))
 - Possession, use, or under the influence of alcohol or drugs
 - Selling, furnishing, or negotiating to sell a controlled substance
6. Property-Related Offenses (EC 48900(f), 48900(g), 48900(l))
 - Robbery, extortion, or theft
 - Causing damage to school/private property
 - Possession of stolen property
7. Tobacco and Drug Paraphernalia (EC 48900(h), 48900(j))
 - Possession or use of tobacco products
 - Possession or sale of drug paraphernalia
8. Harassment and Bullying (EC 48900.2, 48900.3, 48900.4, 48900(r))
 - Sexual harassment
 - Engaging in bullying, including cyberbullying
 - Harassing, threatening, or intimidating a witness
9. Hazing and Gang-Related Conduct (EC 48900(q))
 - Engaged or attempted to engage in hazing
10. Other Grounds for Suspension
 - Possession of an imitation firearm (EC 48900(m))
 - Attempt to commit sexual assault (EC 48900(n))

III. Expulsion Guidelines

A. Grounds for Expulsion

Students may be recommended for expulsion for:

- Repeated or severe violations of suspension grounds
- Offenses involving weapons, drugs, or violent acts

B. Expulsion Process

1. Investigation and Due Process

- The school will conduct an investigation and gather evidence.
- The student and guardians will be notified of the expulsion recommendation.

2. Hearing and Decision

- A hearing will be held to determine if expulsion is warranted.
- The decision will be communicated in writing.

IV. Mandatory Expulsion Guidelines (EC 48915(c))

Expulsion is mandatory for students who commit the following offenses:

1. Possessing, selling, or otherwise furnishing a firearm
2. Brandishing a knife at another person
3. Selling a controlled substance
4. Committing or attempting to commit sexual assault
5. Possession of an explosive

Mandatory Expulsion Process

- Immediate suspension and notification of law enforcement
- Mandatory recommendation for expulsion
- Hearing conducted in accordance with due process rights

V. Additional Considerations

- Special Education Students: Additional protections apply under IDEA and Section 504.
- Alternative Placement: Students may be placed in an independent study program as needed.
- Rehabilitation Plans: Expelled students may be required to complete a rehabilitation program before readmission.

VI. Implementation and Review

These guidelines will be reviewed annually to ensure compliance with state laws and school policies.

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

I. Purpose

The purpose of this procedure is to ensure that all teachers and relevant staff members at Pacific View Charter School (PVCS) are promptly informed of students who have engaged in dangerous or violent behavior, as required by California Education Code (EC) 49079. This notification process is designed to maintain a safe learning environment while protecting student confidentiality in compliance with state and federal laws.

II. Definition of a Dangerous Pupil

A dangerous pupil is defined as a student who has engaged in behavior that includes, but is not limited to:

- Physical violence or threats toward staff or students
- Possession of weapons, explosives, or dangerous objects
- Drug-related offenses
- Sexual harassment or assault

- Severe bullying, intimidation, or cyberbullying
- Significant property destruction, arson, or vandalism

III. Notification Process

1. Identification and Documentation

- When a student has been found to have engaged in any of the above behaviors, the school administration (Principal, Assistant Principal, or designated staff) will review the incident and determine if teacher notification is required.
- The incident will be documented in the student's confidential discipline file.

2. Teacher Notification Procedure

- The Principal or designee will notify all teachers and staff members assigned to the student in writing within 10 days of the school becoming aware of the incident.
- The notification will be delivered in a confidential manner, such as:
 - A sealed document placed in the teacher's school mailbox
 - A confidential email with restricted access
 - An in-person meeting with the teacher(s)
- Teachers must sign an acknowledgment form confirming receipt of the notification.

3. Confidentiality Requirements

- Teachers must not disclose the information to any unauthorized individuals.
- The information must not be placed in the student's cumulative record and is for safety purposes only.
- Any unauthorized sharing of this information may result in disciplinary action against the staff member.

IV. Teacher Responsibilities

- Review the notification and take appropriate precautions in the classroom.
- Implement classroom management strategies to maintain a safe environment.
- Report any new incidents or concerns to the administration immediately.
- Maintain confidentiality and discuss concerns only with authorized personnel.

V. Monitoring and Compliance

- The school administration will review all cases at least once per semester to determine if continued notification is necessary.
- All notifications will be removed from teacher records after three years unless further incidents occur.
- The school will ensure that newly assigned teachers to a dangerous pupil receive proper notification upon assignment.

VI. Legal References

- California Education Code 49079: Requires school districts to notify teachers of students who have engaged in dangerous behavior.
- FERPA (Family Educational Rights and Privacy Act): Ensures that only relevant staff receive confidential student information.

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

I. Policy Statement

Pacific View Charter School (PVCS) is committed to maintaining a safe, respectful, and equitable learning and working environment. Discrimination and sexual harassment of any student or employee by another person is strictly prohibited. This policy ensures that all students and staff members are protected from unwelcome conduct of a sexual nature and provides procedures for addressing concerns in a fair and timely manner.

II. Definition of Sexual Harassment

Sexual harassment is any unwelcome sexual advances, requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature in an educational or work setting. Sexual harassment may involve persons of the same or opposite sex and may include, but is not limited to:

A. Prohibited Sexual Harassment by Adults

- Unwelcome sexual advances
- Requests for sexual favors
- Sexual jokes, comments, or gestures
- Displaying sexually explicit images, cartoons, or materials
- Sexually suggestive remarks, emails, or messages
- Unwanted touching, groping, or physical contact
- Sexual assault or coercion
- Retaliation against an individual who reports harassment or participates in an investigation

B. Sexual Harassment by Students (EC 212.5)

The California Education Code (EC 212.5) defines sexual harassment among students as conduct that:

- Is severe, pervasive, or persistent, creating a hostile or intimidating school environment.
- Interferes with a student's ability to participate in or benefit from school activities.
- Includes verbal, nonverbal, or physical conduct such as inappropriate comments, touching, or the spreading of sexual rumors.

III. Reporting Procedures

All students and staff are directed to immediately report incidents of sexual harassment to a trusted adult, teacher, instructional assistant, administrator, or counselor. Reports may be made verbally or in writing, and all reports will be handled with confidentiality.

A. Staff Responsibilities

- All staff members are mandated reporters and must immediately report any suspected sexual harassment or misconduct to the school administration.
- The Director and Principal are required to attend a Sexual Harassment Prevention Workshop every two years to meet legal training requirements.
- All employees receive annual training on how to recognize, report, and prevent sexual harassment.

B. Investigation Process

- Reports will be investigated promptly by school administrators.
- A confidential review will be conducted, including interviews with relevant parties.
- Appropriate disciplinary action will be determined based on the severity of the offense.

IV. Consequences and Disciplinary Actions

A school administrator will determine an appropriate course of action for each complaint, which may include:

A. Student Consequences

- Conflict resolution meetings when appropriate
- Counseling and education about appropriate behavior
- Police or Child Protective Services notification, as required by law
- Disciplinary actions (including, but not limited to):
- Behavior contracts
- Suspension
- Expulsion recommendation for severe cases

B. Employee Consequences

- Formal warnings or reprimands
- Mandatory retraining on harassment prevention
- Suspension or termination in accordance with state law and district policy

V. Notification and Prevention Measures

To ensure awareness of this policy, Pacific View Charter School will:

1. Post the sexual harassment policy in a prominent location on campus.
2. Notify all staff, students, and parents of this policy each year.
3. Include the policy in orientation materials for new students and employees.
4. Distribute the policy in school and district handbooks.
5. Provide staff training and student instruction to reinforce expectations.
6. Conduct teacher-led discussions about sexual harassment in age-appropriate ways.

VI. Filing a Complaint

Students, parents, and employees may file a complaint using the Uniform Complaint Procedure (UCP) or a specific Sexual Harassment Complaint Form, which is available in the school office and online. All complaints will be reviewed fairly and in compliance with state and federal laws.

VII. Legal References

- California Education Code 212.6(b)
- Title IX of the Education Amendments of 1972
- California Penal Code 11166 (Mandated Reporting Laws)
- California Government Code 12940 (Unlawful Employment Practices)

Pacific View Charter School is committed to ensuring a safe and respectful learning environment for all students and employees.

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

I. Purpose and Policy Statement

At Pacific View Charter School (PVCS), appropriate dress and grooming contribute to a safe and productive learning environment. Students are expected to dress in a manner that reflects respect for themselves and others, ensuring a positive educational atmosphere free from distractions, safety concerns, and gang-related influences.

Gang-related apparel is strictly prohibited at PVCS as it creates an atmosphere of intimidation, disrupts the educational environment, and poses safety risks. The specific gang-related dress code may be updated as gang trends evolve.

II. Notification and Enforcement

- Students and parents/guardians will be informed about the dress code at the beginning of each school year and any time updates are made.
- Students who violate the dress code will be required to change clothing immediately.
- Repeated violations may result in progressive disciplinary action, including parent meetings, detention, suspension, or other appropriate measures.

III. General Dress and Grooming Expectations

1. Clean and Well-Groomed Appearance

- Students must arrive at school clean and well-groomed.
- Hair must be clean and neatly styled to avoid disruption or safety hazards.

2. Clothing and Safety Standards

- Students' clothing must not present a health or safety hazard or disrupt the educational process.
- Shoes suitable for physical activity must be worn at all times unless an exception is granted by a teacher, Director, or Principal.

3. Prohibited Clothing and Items

- Clothing, jewelry, or personal items (backpacks, fanny packs, gym bags, water bottles, etc.) must be free of:
- Crude, vulgar, or profane images or writing
- Sexually suggestive material
- Drug, alcohol, or tobacco advertisements or logos
- Racist, ethnic, or religiously offensive symbols
- Clothes must completely conceal undergarments at all times. Prohibited items include:
- See-through or fishnet fabrics
- Halter tops, off-the-shoulder tops, low-cut tops, or bare midriffs
- Skirts or shorts shorter than mid-thigh

IV. Gang-Related Apparel Prohibition

Students may not wear clothing or accessories that:

- Demonstrate or suggest gang involvement, affiliation, or recruitment.
- Display symbols, colors, numbers, or styles identified as gang-related by local law enforcement.
- Include bandanas, hats, or head coverings associated with gang activity (except for religious or medical purposes).
- Feature graffiti-style writing, "Old English" lettering, or gang insignia.
- Have excessively baggy or sagging pants, which must be worn at the waist.
- Show monikers, street names, or abbreviations linked to gangs.

Note: Because gang trends evolve, the school may issue additional warnings about specific prohibited items throughout the year.

V. Exceptions and Special Considerations

1. Sun-Protective Clothing

- Students may wear sun-protective clothing, such as hats, for outdoor use during the school day (per Education Code 35183.5).

2. Class-Specific Dress Codes

- The Director, Principal, or teachers may impose different dress requirements for special activities, sports, or educational programs.

VI. Consequences for Dress Code Violations

1. First Violation – Student must change into appropriate attire.
2. Second Violation – Parent/guardian is notified, and the student may receive detention or loss of privileges.
3. Third Violation – Parent meeting, possible suspension, and a behavior contract.
4. Severe or Repeated Violations – Additional consequences up to suspension or expulsion for persistent disregard of the dress code or deliberate affiliation with gang-related symbols.

VII. Final Authority

The Director, Principal, and school administration reserve the right to determine whether clothing violates the dress code. Their decisions are final in ensuring a safe and focused school environment.

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

I. Policy Statement

At Pacific View Charter School (PVCS), ensuring the safe ingress and egress of students, parents, and staff is a top priority. Our “SAFETY FIRST” motto guides all procedures related to arrival, dismissal, and emergency evacuations. We continuously assess, update, and implement measures to maintain a secure environment for all members of our school community.

II. Arrival and Dismissal Procedures

A. Student Arrival (Ingress)

- Students may arrive no earlier than 15 minutes before the first class period unless participating in a supervised activity.
- Drop-off Locations:
- Parents/guardians must drop off students at the designated loading/unloading zone.
- Drivers must remain in their vehicles and follow staff instructions.
- Speed limit in the parking area is 5 mph.
- Pedestrian Safety:
- Students who walk or bike to school must use crosswalks and designated pathways.
- Bike riders must wear a helmet and secure their bikes in the bike rack area.

B. Student Dismissal (Egress)

- Students will be released only to parents, guardians, or authorized individuals listed on the student’s emergency contact form.
- Students must be picked up within 15 minutes of dismissal, unless participating in an after-school program.
- Designated Pickup Locations:
- Parents must use the designated pickup lane and remain in their vehicles.
- Staff will assist students in boarding vehicles safely.
- Walking and Biking Students:
- Students walking home must follow designated sidewalks and crosswalks.
- Bike riders must exit safely and follow local traffic laws.

III. Staff and Visitor Access

A. Staff Parking and Entry

- Staff members must park in the designated staff parking lot and enter through the main entrance.

B. Visitor and Volunteer Access

- Visitors and volunteers must check in at the front office upon arrival.
- All visitors must wear a visitor badge while on campus.
- Volunteers supervising students without school personnel present must have fingerprint clearance.
- The school maintains an updated Megan’s Law screening process, reviewed monthly by a designated staff member.

IV. Emergency Evacuation and Safety Procedures

A. Fire and Earthquake Drills

- PVCS conducts fire and earthquake drills as required by law.
- The effectiveness of each drill is assessed, and improvements are made as needed.
- Emergency egress routes are posted in all classrooms and common areas.

B. Elopement Procedures (Students Leaving Campus Unsupervised)

If a Student Attempts to Leave School Grounds:

1. Notify Office Immediately:

- Send a student runner or use radio/phone communication.
- Alert a nearby colleague for support.

2. Follow the Student at a Safe Distance:

- Do not physically restrain the student.
 - Seek assistance from passersby or law enforcement if necessary.
3. Attempt to De-escalate and Guide the Student Back to Campus:
- Speak calmly and encourage safe behavior.
 - Avoid confrontation or escalation.
4. Office Actions:
- Initiate a soft lockdown if needed.
 - Contact law enforcement and parents/guardians if the student exits school grounds.
 - Implement strategies to reintegrate the student safely into the learning environment.

V. Transportation and Off-Campus Travel

A. Field Trip Transportation

- Students will be transported by:
 - School buses contracted from local education agencies.
 - Private vehicles, only when driven by registered volunteer drivers.
- Parent/Guardian Responsibilities:
 - Submit a signed permission slip for each field trip.
- Volunteer Driver Requirements:
 - Provide a valid California Driver's License and proof of insurance.
 - Vehicles will be inspected for safety before each trip.

VI. School Safety Committee Oversight

The PVCS School Safety Committee is responsible for:

1. Reviewing and updating safe ingress and egress procedures regularly.
2. Revising the emergency reunification plan to facilitate student release in emergencies.
3. Collaborating with local law enforcement and the fire department to ensure compliance with safety standards.

VII. Conclusion

These procedures ensure that all students, parents, and staff can safely enter and exit Pacific View Charter School each day. Our ongoing assessment and collaboration with local agencies help us maintain a secure and welcoming environment for our school community.

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

Component:

Components of a Safe and Orderly School Environment

1. Multi-Tiered System of Support (MTSS)

- A structured, tiered system for identifying and supporting students academically, socially, and emotionally. (See Staff MTSS Handbook 2025-2026)
- Includes universal screening, progress monitoring, and intervention strategies.
- Aims to proactively address student challenges before they escalate (See Staff MTSS Handbook 2025-2026)

2. Positive Behavioral Interventions and Supports (PBIS)

- A school-wide approach to promoting positive behaviors and reducing disruptive behaviors.
- Utilizes a three-tiered system:
 - Tier 1: Universal support for all students, focusing on expected behaviors.
 - Tier 2: Targeted interventions for students needing additional support.
 - Tier 3: Intensive, individualized interventions for students with chronic behavior issues (Pacific View Tier 1 PBIS Handbook).

3. School-Wide Collaboration and Student Success Teams (SSTs)

- Staff members meet regularly to discuss student needs and create intervention plans.

- Student Success Teams (SSTs) provide targeted support for students struggling academically or behaviorally (See Staff MTSS Handbook 2025-2026).
4. School Safety Measures
 - A designated School Safety Committee regularly assesses risks and updates emergency preparedness plans.
 - Procedures for fire, earthquake, and lockdown drills are in place and regularly practiced.
 - Staff members undergo safety training, including identifying and addressing potential threats (See Staff MTSS Handbook 2025-2026).
 5. Behavioral Expectations & Discipline Procedures
 - Clearly defined rules and consequences ensure consistency and fairness.
 - The Dragon FIRE framework outlines expectations:
 - Flourishing: Working toward academic and personal success.
 - Inclusive: Creating a respectful and welcoming environment.
 - Resourceful: Using problem-solving skills and resources effectively.
 - Engaged: Being active participants in learning and school activities (Pacific View Tier 1 PBIS Handbook).
 - Restorative practices are prioritized over punitive measures to encourage behavioral change.
 6. Student Support Services
 - Mental health and wellness programs, including access to counseling.
 - Partnerships with community agencies for additional support.
 - Specialized support for students facing adverse childhood experiences (ACEs), including trauma-informed care (See Staff MTSS Handbook 2025-2026).

Element:

1. Enhanced Data-Driven Decision-Making
 - Improve integration between behavior tracking systems and academic progress data.
 - Use analytics from SWIS (School-Wide Information System) to refine interventions (Pacific View Tier 1 PBIS Handbook).
2. Increased Family and Community Engagement
 - Strengthen partnerships with parents through workshops on behavioral expectations and conflict resolution.
 - Expand opportunities for community involvement in student mentorship programs.
3. Expanded Trauma-Informed Practices
 - Given the high rate of ACEs among students, additional staff training on trauma-responsive teaching strategies is necessary (See Staff MTSS Handbook 2025-2026).
 - More proactive mental health services integrated into daily school life.
4. Consistent Reinforcement of PBIS Strategies
 - Ensure all staff consistently use positive reinforcement strategies.
 - Increase student buy-in through more engaging reward systems for positive behavior (Pacific View Tier 1 PBIS Handbook).
5. Refinement of the Behavior Intervention Flowchart
 - Clarify and streamline the discipline response process.
 - Ensure staff, students, and parents understand expectations, consequences, and intervention pathways (Pacific View Tier 1 PBIS Handbook).

Opportunity for Improvement:

Fully Execute MTSS and PBIS for Tier 2 and Tier 3 Students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Utilize Crises Prevention Institute (CPI) training to de-escalate individuals.	<ol style="list-style-type: none"> 1. Be empathic and nonjudgemental 2. Respect personal space 3. Use nonthreatening nonverbals 4. Avoid Overacting 5. Focus on feelings 6. Ignore challenging questions 7. Set limits 8. Choose wisely what you insist upon 9. Allow silence for reflection 10. Allow time for decision 	CPI Handbook	Principal	Daily Observations Quarterly staff review of behavior incidents
Utilize Restorative Justice	Apply regular use of Restorative Circles and Restorative Justice to restore order and provide assistance to those harmed by others' actions.	Hacking School Discipline, Maynard & Weinstein Restorative Questions Cards 1 and 2	Principal	Daily Observations Teacher Lesson Plans Regular staff sharing/debriefings Quarterly staff review of behavior incidents
Execute MTSS Handbook	<ol style="list-style-type: none"> 1. Weekly MTSS staff collaboration to analyze student data from the previous Week. 2. Develop Specific Student and school actions aligned to the MTSS Handbook based on weekly Data. 	HCOE, Completed Staff Training Knowledge, Created Handbooks to Execute	Principal	Daily Observations Meeting Notes from School Wide Collaboration on Mondays
Execute PBIS Tier 1 Handbook	<ol style="list-style-type: none"> 1. Weekly PBIS staff collaboration to analyze student data from the previous Week. 2. Develop Specific Student and school actions aligned to the PBIS Handbook based on weekly Data. 	HCOE, Completed Staff Training Knowledge, Created Handbooks to Execute	Principal	Daily Observations Meeting Notes from School Wide Collaboration on Mondays SWIS Student Data
Develop a Tier 2 and Tier 3 PBIS Handbook	Staff Time During Mondays to develop a Tier 2 or 3 Manual	HCOE Training	Principal	Creation of a Tier 2/3 PBIS Handbook

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

Pacific View Charter School 2.0 - on Moore Avenue Student Conduct Code

At Pacific View Charter on Moore Avenue (MARC), we strive to create a safe, secure, comfortable, calm, and pleasant environment for all students and staff. We are committed to ensuring that all students are treated with respect and have the opportunity to thrive academically and socially in an atmosphere that promotes learning and personal growth.

Our school rules and discipline procedures are designed to support our core values and provide clear expectations for student behavior. Positive Behavioral Interventions and Supports (PBIS) is the foundation of our school culture, and our students are encouraged to meet high standards of behavior across all areas of the school setting.

Student Expectations:

At Pacific View Charter, we expect all students to adhere to the following behavioral guidelines:

1. **Respectful and Considerate Behavior:** All students are expected to treat themselves, others, and property with respect, kindness, consideration, and courtesy. This includes following staff directives, maintaining positive interpersonal interactions, and contributing to a positive learning environment.
2. **Compliance with Directives:** Students are required to follow the directions of school staff at all times. Refusal to comply with directives may result in a range of actions, from parent contact to potential removal from Pacific View Charter 2.0.
3. **Adherence to Dragon "FIRE" Values:** All students are expected to follow the schoolwide behavioral expectations embodied by the Dragon "FIRE" values:
 - **Flourishing:** Students should complete assignments, seek support when needed, make healthy choices, and keep appointments.
 - **Inclusive:** Students should respect others' opinions, even when they disagree, and share appropriate responses with peers and staff.
 - **Resourceful:** Students should bring the necessary tools to class (such as a Chromebook), use critical thinking skills, and make use of available resources.
 - **Engaged:** Students should use their time wisely, listen attentively, and keep cell phones off in a secure location.

Schoolwide Expectations by Setting:

Classroom

- **Flourishing:** Complete assignments, get support, make healthy choices, and keep appointments.
- **Inclusive:** Share appropriate responses and respect others' opinions, even if you disagree.
- **Resourceful:** Bring your Chromebook to class, use skills and resources, and think critically.
- **Engaged:** Use time wisely, listen attentively, and keep cell phones off in a secure location.

School Outside Grounds

- **Flourishing:** Stay in designated areas.
- **Inclusive:** Respect others' personal space.
- **Resourceful:** Contribute to keeping the school environment clean and safe by picking up trash.
- **Engaged:** Use time to attend to personal needs.

Indoors (Halls, Bathroom, Main Office)

- **Flourishing:** Keep the bathroom clean.
- **Inclusive:** Use an inside voice in the halls and main office, and be considerate of families and guests visiting the school.
- **Resourceful:** Take care of personal business during breaks, address your needs before going to staff.
- **Engaged:** Walk, use appropriate language, and respect the time of office staff. Always pay attention to your surroundings.

Off-Campus (Traveling to/from School)

- **Flourishing:** Travel to and from school safely.
- **Inclusive:** Be considerate of yourself and others.
- **Resourceful:** Be respectful of community members and positively represent the school.
- **Engaged:** Be on campus safely and on time, and pay attention to your surroundings.

Field Trips and Events

- Flourishing: Opt into events that are meaningful to you.
- Inclusive: Ensure everyone is included and treated with respect.
- Resourceful: Positively represent the school and stay together to maximize the opportunity.
- Engaged: Attend events ready to learn, ask questions, and engage.

Consequences for Misbehavior

Any student behavior that does not align with the Dragon “FIRE” values will be recorded in the SWISTM system and may lead to consequences based on MARC’s Discipline Matrix (Appendix A) and Behavior Tracking Form (Appendix B). Consequences may include:

- Minor infractions: Verbal warnings, restorative discussions, parent contact, and/or behavior modification plans.
- Repeated or more serious infractions: Detention, suspension, or removal from Pacific View Charter 2.0, depending on the severity of the behavior.

Acknowledgment and Incentives

To reinforce positive behavior, school officials will award PBIS acknowledgment tickets, called “Dragon Fire.” These tickets serve as recognition for positive actions and behaviors aligned with the school’s expectations. Students who receive Dragon Fire tickets are encouraged to continue demonstrating these behaviors and contribute to a supportive learning environment.

By adhering to these expectations and participating in our PBIS system, students contribute to a school culture that prioritizes respect, responsibility, and positive engagement in all areas of school life.

Conduct Code Procedures

At Pacific View Charter, we are committed to creating a safe and supportive environment where all students can thrive. The following Conduct Code Procedures outline the expectations for student behavior and the steps taken when those expectations are not met. These procedures are in place to ensure that students and staff are held accountable in a fair and consistent manner, and to promote a positive school culture based on the Positive Behavioral Interventions and Supports (PBIS) framework.

I. General Expectations

All students at Pacific View Charter are expected to:

- Respect themselves, others, and school property at all times.
- Follow the directives given by staff members.
- Engage in learning by adhering to the school’s core values of Flourishing, Inclusive, Resourceful, and Engaged (Dragon “FIRE”).
- Demonstrate appropriate behavior in all school settings, including the classroom, hallways, school grounds, and during off-campus activities such as field trips.

II. Code of Conduct Expectations by Setting

1. Classroom:

- Complete assignments, get support when needed, and make healthy choices.
- Respect others’ opinions, listen attentively, and use time wisely.
- Bring necessary materials (e.g., Chromebook) and keep cell phones off in a secure location.
- Follow classroom rules and adhere to the teacher’s instructions.

2. School Outside Grounds:

- Stay in designated areas and respect others’ personal space.
- Contribute to keeping the school environment clean and safe by picking up trash.
- Use break time to attend to personal needs.

3. Indoors (Halls, Bathrooms, Main Office):

- Keep the bathroom clean and use an inside voice in the halls and office.
- Walk in the halls and use appropriate language.

- Be considerate of families and visitors, and respect the time of office staff.
- Take care of personal business during breaks and address your needs before approaching staff.

4. Off-Campus (Traveling to/from School):

- Travel safely and be considerate of others.
- Positively represent the school in the community and be on time for school.
- Pay attention to your surroundings and adhere to traffic safety rules.

5. Field Trips and Events:

- Participate meaningfully in events and stay with the group.
- Treat others with respect and positively represent the school.
- Attend events ready to learn, ask questions, and engage fully in the experience.

III. Conduct Code Procedures

1. Behavioral Expectations and Acknowledgments

Students who demonstrate positive behavior consistent with the Dragon “FIRE” values will be recognized through the awarding of “Dragon Fire” PBIS acknowledgment tickets. These tickets serve as a reward and incentive to encourage students to continue their positive actions.

2. Tracking Misbehavior

When a student’s behavior does not align with school expectations, the following procedures will apply:

- Behavior Tracking: Misbehavior will be recorded in the SWIS system. This documentation allows for tracking of student behavior over time and is used to determine the appropriate response.
- Behavior Tracking Form (Appendix B): Staff will complete the Behavior Tracking Form for significant or recurring infractions. This form helps identify patterns of behavior and provides necessary data for further actions.

3. Progressive Consequences for Misbehavior

The following progressive consequences will be enforced based on the severity and frequency of infractions:

- Minor Infractions (e.g., minor disruptions, tardiness, or failure to follow instructions):
 - First Offense: Verbal warning and/or restorative discussion.
 - Second Offense: Parent contact and possible behavior modification plan.
 - Third Offense: Referral to school administration for further action, including possible detention.
- Moderate Infractions (e.g., repeated disruption, non-compliance with staff directives, inappropriate language):
 - First Offense: Parent meeting and/or restorative practices (e.g., conflict resolution or mediation).
 - Second Offense: Suspension (in-school or out-of-school) and behavior intervention plan.
 - Third Offense: Possible removal from Pacific View Charter 2.0.
- Serious Infractions (e.g., violence, theft, bullying, threats to the safety of others):
 - First Offense: Immediate parent contact and suspension (in-school or out-of-school).
 - Second Offense: Referral to administration for possible removal from the school and a review of the student’s continued enrollment at Pacific View Charter 2.0.
 - Third Offense: Possible expulsion or permanent removal from the program.

4. Removal from Pacific View Charter 2.0

For students who fail to comply with school expectations despite interventions, removal from Pacific View Charter 2.0 may be considered. This step will be based on the severity of the behavior, repeated infractions, and failure to adhere to the school’s behavioral expectations. The decision will involve a meeting with school administration and, if applicable, the student’s parents or guardians.

IV. Restorative Practices and Support

Pacific View Charter is committed to providing a supportive and restorative approach to discipline. We believe in guiding students toward understanding the consequences of their actions and helping them learn from their mistakes. Therefore, the following restorative practices may be applied:

- Restorative Conversations: One-on-one or group conversations that allow students to reflect on their actions, take responsibility, and make amends.
- Behavior Contracts: In some cases, a behavior contract may be developed to outline the student’s responsibilities, expectations, and goals for improvement.
- Counseling and Support: For students needing additional support, counseling services will be provided to address underlying issues contributing to misbehavior.

V. Conclusion

The goal of Pacific View Charter's Conduct Code Procedures is to provide a consistent, fair, and supportive approach to student behavior. By promoting a positive school culture through the PBIS framework and the Dragon "FIRE" values, we aim to create an environment where all students can succeed academically and socially. Students are expected to adhere to these rules and understand that their actions have consequences, but also that they have the opportunity to grow, learn, and improve their behavior.

(K) Hate Crime Reporting Procedures and Policies

At Pacific View Charter, we are committed to maintaining a safe and respectful environment for all students and staff. We recognize the importance of creating a school culture that fosters inclusion, acceptance, and mutual respect. Hate crimes and hate-motivated behaviors, though not common in our small rural school setting, are taken seriously, and we have established the following procedures to address any incidents that may arise.

Hate crimes are defined as incidents where a perpetrator targets a victim because of their membership in a specific social group, such as race, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation. These incidents can take many forms, including but not limited to:

- Physical assault
- Property damage
- Bullying or harassment
- Verbal abuse or insults
- Offensive graffiti or letters

I. Reporting Procedures for Hate-Motivated Behavior

A. Student Reporting

1. **Immediate Action:** Any student who believes they are a victim of hate-motivated behavior should immediately report the incident to the Director/Principal or designee. This includes any situation where the student has been physically assaulted, verbally abused, or otherwise targeted due to their identity.
2. **Complaint Process:** If the student feels that the issue has not been properly addressed by the Director/Principal or designee, the student has the right to file a formal complaint against the appropriate school official through the district's established complaint procedures. This ensures that the student's concerns are heard and acted upon in a timely manner.

B. Staff Reporting

1. **Observing Hate-Motivated Behavior:** Any staff member who witnesses hate-motivated behavior, or is informed of such behavior by a student or other staff member, must immediately report the incident to the Principal/Director or designee.
2. **Law Enforcement Notification:** In cases where the incident involves significant harm, threats, or legal violations, the Principal/Director or designee will involve law enforcement as appropriate. This ensures that hate crimes are handled according to the law and with the support of the necessary authorities.
3. **Intervention and Support:** Staff will be expected to provide immediate support to the victim of the hate-motivated behavior, ensuring their safety and well-being while the situation is being addressed.

II. Investigating and Addressing Hate-Motivated Behavior

1. **Investigation:** Upon receiving a report of hate-motivated behavior, the Director/Principal or designee will conduct a thorough investigation to determine the facts surrounding the incident. This may involve interviewing the affected student(s), witnesses, and the accused perpetrator(s), as well as reviewing any physical evidence (e.g., graffiti, recordings) related to the incident.
2. **Support for the Victim:** The victim of hate-motivated behavior will be provided with appropriate support throughout the investigation. This may include counseling services, meeting with a trusted staff member, or other forms of assistance to ensure the student's emotional well-being and safety.
3. **Corrective Actions:** If the investigation reveals that hate-motivated behavior occurred, appropriate disciplinary actions will be taken in accordance with Pacific View Charter's discipline policies. The severity of the punishment will depend on the nature of the behavior and may include detention, suspension, or removal from school, depending on the circumstances and in line with district policy.
4. **Reporting to Law Enforcement:** If the incident involves actions that are criminal in nature, such as assault or property damage, law enforcement will be contacted and the school will cooperate fully with any criminal investigations.

III. Training and Prevention

1. **Staff Training:** The Director/Principal will ensure that all staff members receive regular training on how to recognize and respond to hate-motivated behaviors. This includes understanding the different forms of hate crimes and the appropriate methods for intervening in such situations. Staff will also be trained on how to support students who may be victims of hate-motivated behavior and how to de-escalate tense situations.
2. **Educational Programs for Students:** Pacific View Charter will provide ongoing educational programs that promote respect, diversity, and inclusion. These programs are designed to prevent hate-motivated behavior by teaching students about the harm caused by prejudice and intolerance.
3. **Ongoing Support:** School staff will be available to provide continued support for students who may have been affected by hate-motivated behavior. This includes access to counseling services, mediation, and other resources to help students recover and feel safe at school.

IV. Confidentiality and Non-Retaliation

1. **Confidentiality:** All reports of hate-motivated behavior will be treated with the utmost confidentiality. Information regarding the incident will only be shared with individuals who need to know in order to resolve the issue (e.g., administrators, law enforcement, counselors) and will be handled in a manner that respects the privacy of all parties involved.
2. **Non-Retaliation:** Retaliation against students or staff who report hate-motivated behavior will not be tolerated. Any student or staff member found retaliating against a reporting party will face disciplinary actions in accordance with the school's policies.

V. Conclusion

Hate-motivated behavior has no place at Pacific View Charter, and we are committed to addressing all incidents seriously, promptly,

and fairly. These procedures ensure that students and staff know how to report hate crimes, how the school will investigate and address these behaviors, and how we will work to prevent such behaviors from occurring in the future. By upholding a strong commitment to respect and inclusion, we aim to provide a safe learning environment where every student can thrive without fear of discrimination or harassment.

(J) Procedures to Prepare for Active Shooters

In the unlikely event of an active shooter or other violent intruder on or near the Pacific View Charter Moore Avenue campus, it is critical that students, staff, and visitors know how to respond swiftly and safely. The following procedures outline the steps to take in the event of an active shooter situation, and they are designed to minimize risk and protect lives.

General Guidelines for Lockdown Procedures

- Lockdown Announcement: In the event of a lockdown, staff and students will immediately hear an all-call announcement: “Teachers will keep students in their room”
- Student and Staff Responsibilities: Students will remain calm and follow the directions of the teacher or school staff. All classrooms and areas of location will lock down by:
 1. Locking doors: Ensure all doors are locked and closed.
 2. Cover windows: Staff will cover hallway door windows to prevent visibility from the outside.
 3. Lights off: Turn off all lights.
 4. Stay silent: Students should remain quiet and out of sight, avoiding the windows.
 - Communication with Outside:
 - RED card: If you are missing students or need assistance, display the RED card in the window.
 - GREEN card: If all students are accounted for, display the GREEN card in the window.
 - End of Lockdown: The lockdown will end only when the Principal, designee, or law enforcement opens the door and informs you in person. Staff will not leave their secure positions until notified.

Soft Lockdown (Low-Level Threat)

In the event of a Soft Lockdown (such as an external threat or minor incident on or near campus), the following procedures apply:

1. Notification: You will receive communication (via radio, phone call, or direct staff contact) to lock your doors and keep student in their room.
2. Classroom Conduct: Continue business as usual within the classroom. Do not allow students to leave until further notice.
3. Off-Campus Students: Students off-campus should remain where they are until further notice.
4. Wait for Further Instruction: Once the situation is assessed, the lockdown may be lifted or converted to a more severe lockdown if needed.

Hard Lockdown (Active Shooter or Immediate Danger)

A Hard Lockdown is necessary when there is a clear and present danger such as a police action, civil unrest, an intruder, or an active shooter situation. Follow these steps:

1. Immediate Action:
 - Take students to the nearest securable room if possible.
 - Lock and barricade all doors and windows.
 - Ensure students are out of sight and remain silent.
2. Evacuation (if necessary):
 - If the danger is outside and you are unable to safely secure the classroom or building, evacuate immediately using safe routes.
 - Move to a location away from the school site, following the evacuation protocol.
3. Take Attendance:
 - Immediately take attendance to account for all students.
 - Note any missing students.
4. Communication:
 - Use available communication channels (email, phone, radio) to notify the Principal/Director of any missing students.
 - Do not leave the secured location unless it is absolutely necessary for safety reasons.

- Do not respond to the fire alarm unless there is visible smoke, heat, or fire.
5. Remain in Secure Location:
- Do not leave the secured area, even if the fire alarm is activated unless there is a clear danger from fire, smoke, or heat.

Active Shooter Procedures (Specific Protocols)

1. ALERT: The initial alert could be anything from a loud noise (gunshots), an announcement, or other signs of danger. No code words will be used.
2. LOCKDOWN:
 - If evacuation is not a safe option, barricade all entry points.
 - Prepare to evacuate or counter the threat if necessary.
3. INFORM:
 - Communicate any real-time information regarding the shooter’s location.
 - Use clear, direct language across available communication systems (PA, email, radio, etc.).
4. COUNTER (Last Resort):
 - If the shooter is within proximity, take action to distract or disarm the shooter.
 - Consider swarming the shooter as a last resort. Move towards exits while making noise, throwing objects, or using other means of distraction.
5. EVACUATE:
 - Evacuate the building when it is safe to do so. Use non-traditional exits (windows, emergency exits, etc.) if necessary.
 - Proceed to a rallying point. The rallying point for evacuation will be predetermined and documented in the Active Shooter / Violent Activity on Campus Evacuation Map.
6. Rally Points & Evacuation Locations:
 - Moore Avenue Evacuation:
 - During classroom hours, follow the site evacuation plan to the parking lot.
 - If danger persists near the school, students and staff will move toward the corner of Myrtle and Moore Avenue for safety at the vet building.
7. Contact Authorities: Always call 911 once you are in a safe location. Report your location and any unaccounted students or staff members.

Communication and Media Procedures

1. Internal Communication: Every means of communication will be used to convey information about the situation. The goal is to provide information, not to give commands. All updates should be clear and concise.
2. Media Communication:
 - Only the designated spokesperson from the district is authorized to communicate with the media and respond to inquiries during or after an active shooter situation.

Staff Training and Drills

- Training: Staff will receive regular training on lockdown procedures, active shooter protocols, and evacuation plans.
- No Lockdown Drills: Pacific View Charter does not practice lockdown drills as empirical evidence suggests that they can cause psychological harm. Staff and students will familiarize themselves with procedures through training and informational resources, not through repeated drills.

Conclusion

In the rare event of an active shooter or other violent intruder, the primary focus is the safety of students and staff. These procedures are designed to ensure that everyone on campus knows how to respond swiftly and effectively, minimizing danger and protecting lives. All staff, students, and visitors are expected to follow these procedures without hesitation to maintain a safe and secure environment at Pacific View Charter.

Procedures for Preventing Acts of Bullying and Cyber-bullying

At Pacific View Charter on Moore Avenue, we are committed to fostering a safe, respectful, and inclusive learning environment where all students feel valued. Bullying and cyberbullying, in any form, are not tolerated and will be addressed with immediate and appropriate action. Our goal is to prevent bullying behaviors and to intervene when they occur, ensuring that all students have the opportunity to learn in an environment free from harassment, intimidation, or harm.

1. Definition of Bullying and Cyberbullying

- **Bullying:** Bullying involves deliberate, repeated harm, whether physical, verbal, or psychological, directed toward another person or group. It can involve actions such as physical aggression, verbal abuse, social exclusion, spreading rumors, or threats. Bullying can happen in person, on school grounds, or during school-sponsored activities.
- **Cyberbullying:** Cyberbullying is bullying that takes place through digital platforms, such as social media, texting, or other online communications. It involves the use of technology to intentionally hurt, intimidate, or harm another person, and may include sending harmful or threatening messages, spreading lies or rumors, or sharing private information without consent.

2. Prevention Strategies

At Pacific View Charter, we emphasize proactive measures to prevent bullying and cyberbullying. These strategies include:

a. Establishing Clear Expectations

- All students and staff are expected to follow the school's PBIS student expectations to promote respect, kindness, and inclusivity. These expectations should be clearly communicated to students, emphasizing behaviors that support a positive and safe environment for all.
- Specific school-wide expectations for students to be respectful, inclusive, and engaged are embedded in everyday interactions and are reinforced by school staff regularly.

b. Curriculum and Education

- Bullying prevention lessons will be included as part of the regular curriculum, where students are taught about the impact of bullying, how to recognize bullying behaviors, and strategies for standing up to bullying safely.
- Digital citizenship lessons will also be provided, educating students on how to use technology responsibly, the potential harm of cyberbullying, and the importance of maintaining privacy and respect online.

c. Promoting Positive Relationships

- Peer mentoring programs, team-building activities, and school clubs will be encouraged to foster inclusivity and build supportive student networks.
- Positive behavior reinforcement through Dragon Fire tickets will reward students who demonstrate positive, respectful behavior.

d. Staff Training

- Staff will undergo regular professional development and training on recognizing and addressing bullying, including how to intervene in instances of bullying or cyberbullying.
- Teachers and staff will also be trained to identify early signs of bullying or cyberbullying and how to support students who may be affected.

e. Parent and Community Involvement

- Parents will be informed about the school's anti-bullying policies and procedures through regular communication, including newsletters, parent meetings, and the school website.
- Parents are encouraged to report any concerns about bullying or cyberbullying and to be active partners in supporting the school's efforts to create a safe and supportive environment.

3. Reporting Bullying and Cyberbullying

Students, staff, and parents are encouraged to report any incidents of bullying or cyberbullying. Clear and accessible reporting procedures will ensure that students can safely report any incidents without fear of retaliation.

a. Reporting Steps

- Students who are experiencing bullying or know of others being bullied should immediately report the incident to a teacher, school counselor, or the principal. Students can also report bullying confidentially via a suggestion box or an online reporting system.
- Parents should contact the school principal, counselor, or teacher if they believe their child is being bullied or has witnessed bullying behavior.
- Staff are required to report any suspected bullying or cyberbullying to the school administration or appropriate personnel. Staff should also intervene if they witness bullying or harassment.

b. Confidentiality

- All reports of bullying and cyberbullying will be treated with confidentiality to the extent possible, ensuring that the individuals involved are protected from retaliation.
- If a student wishes to remain anonymous when reporting bullying, the school will still investigate the situation to ensure a safe environment.

4. Investigating Reports of Bullying and Cyberbullying

Once a report of bullying or cyberbullying is made, the school will follow these procedures to ensure a thorough and fair investigation:

a. Initial Response

- The Principal or Designee will immediately begin an investigation into the reported incident of bullying or cyberbullying.
- The student making the report will be interviewed in a safe and supportive environment, where they will have the opportunity to share details of the incident.
- All students involved, including the alleged perpetrator and any witnesses, will be interviewed separately to ensure an impartial investigation.

b. Documentation

- All incidents of bullying or cyberbullying will be documented in the school's system (such as SWIS), including the steps taken to investigate and resolve the issue.
- A Behavior Tracking Form (Appendix B) will be used to monitor and document each instance of bullying or cyberbullying, including details of the investigation and any consequences imposed.

c. Disciplinary Action

- If bullying or cyberbullying is confirmed, the MARC Discipline Matrix (Appendix A in student handbook) will be referenced to determine appropriate consequences for the student who engaged in bullying behavior.
- Disciplinary actions may range from counseling or a warning to more severe measures such as suspension or expulsion, depending on the severity and frequency of the behavior.
- If the bullying involved a violation of legal codes, such as harassment or threats, appropriate law enforcement authorities may be involved.

5. Support for Victims of Bullying and Cyberbullying

The school will provide support for students who have been victims of bullying or cyberbullying to ensure their emotional and psychological well-being.

a. Counseling and Support Services

- Students who have experienced bullying or cyberbullying will have access to counseling services to help them cope with the emotional impact of these incidents.

- Peer support programs may be offered to help victims rebuild confidence and develop strategies to deal with bullying situations in the future.

b. Restorative Practices

- In cases where appropriate, restorative practices may be employed to resolve conflicts and help both the victim and the perpetrator understand the impact of their actions and work toward repairing harm.
- Restorative circles or conflict resolution strategies will be used to promote empathy, understanding, and resolution.

6. Consequences for Bullying and Cyberbullying

Disciplinary actions for students found to be engaging in bullying or cyberbullying will be determined by the school administration and follow the MARC Discipline Matrix. The consequences will consider the severity and frequency of the bullying, the age of the students involved, and the impact on the school community.

a. Progressive Discipline

- First Offense: A verbal warning, counseling, and possible parent contact.
- Second Offense: In-school suspension, mandatory counseling, and parent meeting.
- Third Offense: Out-of-school suspension or possible expulsion, depending on the severity.

b. Consequences for Cyberbullying

- Cyberbullying may involve additional consequences related to the use of technology, including restriction of access to school computers or devices and reporting to law enforcement, if necessary.

7. Conclusion

Preventing and addressing bullying and cyberbullying at Pacific View Charter on Moore Avenue requires a comprehensive approach involving the entire school community. By promoting positive behavior, providing education and training, and ensuring clear reporting and investigative procedures, we will work to ensure a safe and respectful environment for all students. Bullying and cyberbullying will not be tolerated, and every effort will be made to intervene, support victims, and address perpetrators in a fair and restorative manner.

Safety Plan Review, Evaluation and Amendment Procedures

At Pacific View Charter on Moore Avenue, ensuring the safety and well-being of all students, staff, and visitors is our top priority. To maintain an effective and up-to-date safety plan, we will regularly review, evaluate, and amend our procedures to reflect any changes in laws, regulations, school needs, or feedback from our school community. These procedures will help ensure that our safety protocols remain relevant, comprehensive, and responsive to evolving risks.

1. Review of Safety Plan

The school safety plan will be reviewed at least annually to ensure its effectiveness and compliance with applicable laws, guidelines, and best practices. The Principal and schoolwide committee members will lead the review process.

Review Process

- **Frequency:** The safety plan will be reviewed on a yearly basis, at the start of each academic year, or more frequently if significant changes in school safety, local laws, or other factors arise.
- **Review Team:** The review will be conducted by the Schoolwide Committee, which includes the Principal, faculty representatives, staff, parent representatives, and relevant community partners (such as local law enforcement or fire departments).
- **Documentation:** Any findings, recommended updates, or changes to the safety plan will be documented thoroughly.

Review Areas

The review will cover, but is not limited to, the following areas:

- Emergency procedures (including evacuation, lockdown, and shelter-in-place)
- Safety protocols for specific threats (e.g., active shooter, natural disasters, or medical emergencies)
- Crisis communication plans (including communication with parents, students, and staff during emergencies)
- Student safety and supervision policies (e.g., bullying prevention, physical safety on campus)
- Cybersecurity and technology safety policies
- Training and preparedness activities (e.g., staff training on emergency procedures, student drills)
- Student mental health and wellness protocols (including resources for counseling and support)
- Facilities and infrastructure (including access control, security cameras, lighting, and emergency exits)

2. Evaluation of Safety Plan Effectiveness

Evaluating the effectiveness of the safety plan is a critical component of ensuring that our protocols meet the needs of students, staff, and the community. This evaluation will be conducted at least once per year or immediately after significant safety incidents or drills.

Evaluation Process

- **Feedback Collection:** Feedback will be gathered from a variety of sources, including:
 - Staff and faculty (through surveys or meetings)
 - Students (through surveys or student focus groups)
 - Parents (via surveys, meetings, or feedback forms)
 - Community partners, including law enforcement and fire departments
- **Incident Review:** Any safety incidents or near-misses that occurred during the school year will be thoroughly reviewed to assess how well the safety plan responded and what improvements can be made.
- **Safety Drills:** Regular drills (e.g., fire, lockdown, evacuation) will be evaluated to determine their effectiveness, and any feedback from participants will be incorporated into future planning.
- **Post-Incident Reviews:** After any safety-related incident (e.g., evacuation, lockdown), a review meeting will be held to evaluate how well the safety plan was followed and what changes or improvements are needed.

Evaluation Criteria

The effectiveness of the safety plan will be evaluated based on the following criteria:

- Adherence to protocols: Were safety procedures followed properly during drills and incidents?
- Communication: Was communication clear and efficient among staff, students, and parents during an emergency?
- Response time: How quickly were appropriate responses initiated during emergencies or drills?
- Training and preparedness: Were staff and students adequately prepared to handle safety situations? Did they feel confident in their roles?
- Feedback: What feedback did staff, students, and parents provide regarding the school's safety procedures? Were there any suggestions for improvement?

3. Amendment of Safety Plan

If the evaluation reveals that the safety plan needs changes, or if new circumstances arise (e.g., updated laws or best practices), amendments to the safety plan will be made to improve its effectiveness. Any amendments will be developed, reviewed, and approved by the Principal, Schoolwide Committee, and relevant stakeholders.

Amendment Process

- Identifying Areas for Change: Following the evaluation, specific areas that need updates, improvements, or clarifications will be identified, such as:
 - New threats or risks that have emerged (e.g., cyber threats, changes in community dynamics)
 - Changes in laws or regulations that require modifications (e.g., fire safety codes, new bullying laws)
 - Feedback from staff, students, or parents that suggests a change in procedure or practice
 - Technological advances or resources (e.g., new communication tools, updated safety equipment)
- Collaborative Amendments: The Safety Committee will work together to propose amendments. They will consult with relevant stakeholders, such as:
 - Local law enforcement or emergency services for advice on response procedures
 - Staff members for feedback on the practical aspects of the plan
 - Parents and students to ensure the plan addresses their concerns
- Approval: After proposed amendments are discussed and finalized, the Principal will approve and implement the changes.
- Documentation: All changes to the safety plan will be documented in writing, and the revised plan will be distributed to all staff, posted in common areas, and made available to the public through the school's website.

4. Communication of Changes

Once the safety plan is reviewed, evaluated, and amended, it is important to communicate the updates to all stakeholders to ensure that everyone is informed and prepared.

Communication Process

- Staff Communication: Staff will be briefed on changes to the safety plan during staff meetings, through emails, and via professional development sessions.
- Student Communication: Any relevant changes that directly affect students (e.g., new evacuation routes or procedures) will be communicated through student assemblies, classroom discussions, or notices posted in common areas.
- Parent Communication: Parents will be notified of any significant updates to the safety plan via school newsletters, emails, or special meetings. Parents will also be encouraged to attend meetings where safety plans and updates are discussed.
- Public Availability: The most recent version of the school safety plan will be made available to the public on the school's website or upon request, ensuring transparency and community involvement.

5. Continuous Improvement

The safety plan is a dynamic document, meant to evolve in response to feedback, changing conditions, and new best practices. Continuous improvement is vital, and the Principal, Schoolwide Committee, and other stakeholders will ensure that the school remains a safe and secure environment for all.

By committing to a robust and ongoing process of review, evaluation, and amendment, Pacific View Charter on Moore Avenue will maintain a proactive and effective approach to school safety.

Safety Plan Appendices

Emergency Contact Numbers

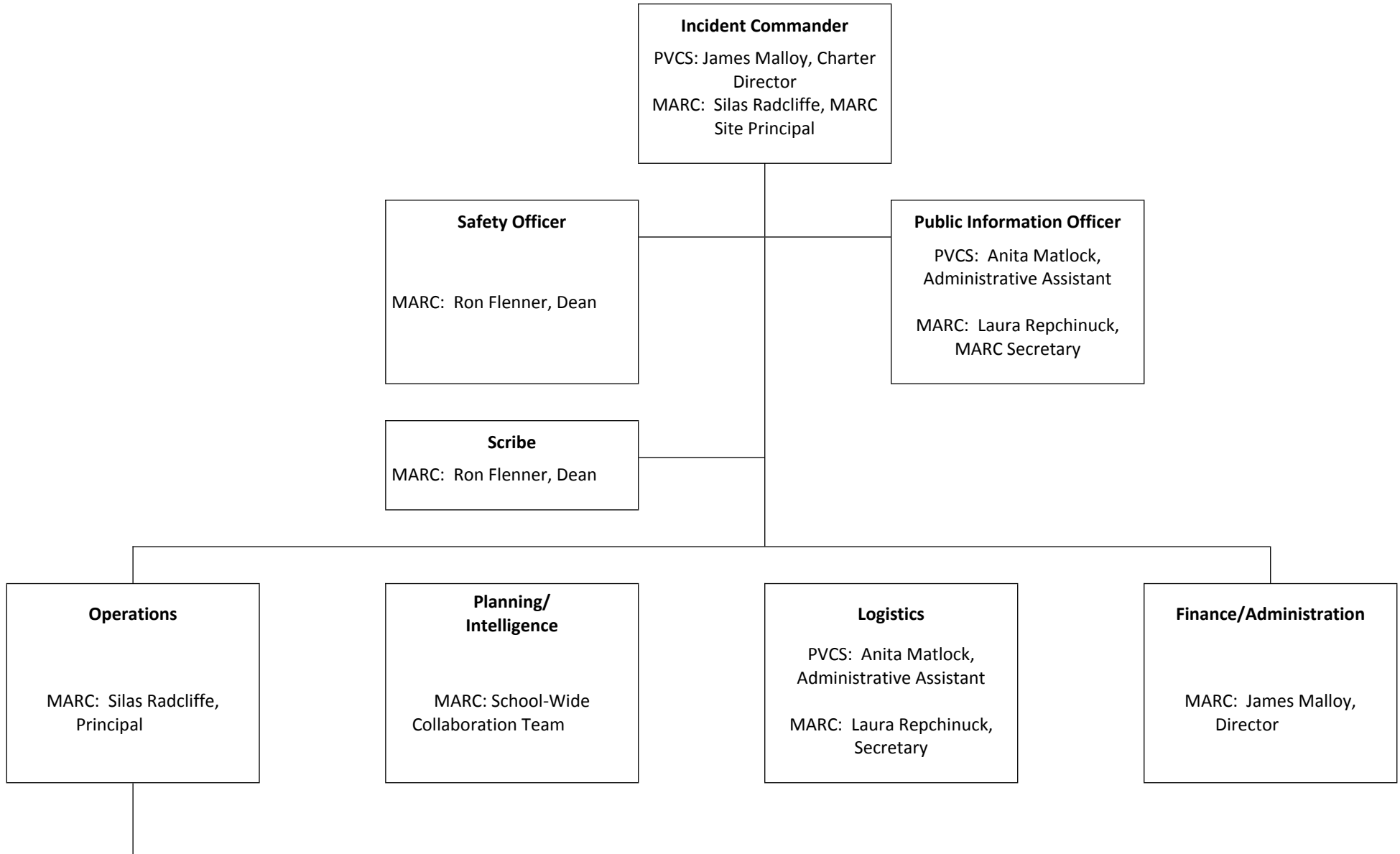
Utilities, Responders and Communication Resources

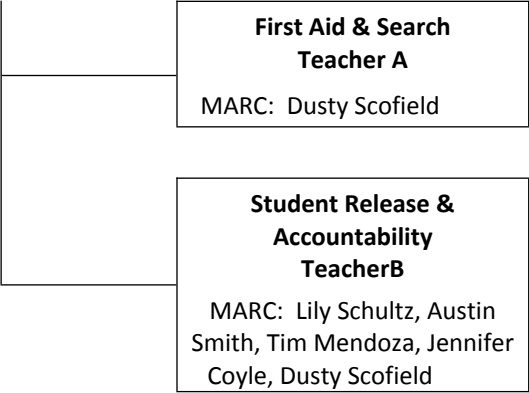
Type	Vendor	Number	Comments
School District	Pacific View Charter 2.0 - District Office	707-269-9490	
Emergency Services	Sheriff, Eureka PD, Paramedics, Fire	911	
Local Hospitals	St. Joseph's	707-445-8121	
Public Utilities	Pacific Gas and Electric	800-743-5000	
Law Enforcement/Fire/Paramedic	Eureka Police Department	707-441-4060	
Law Enforcement/Fire/Paramedic	Sheriff's Department	707-445-7301	
City Services	Child Welfare Services	707-445-6180	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
MARC Staff Review- via Monday Schoolwide Collaboration Meeting - comments/questions/input	03/03/2025	
Board of Trustees Review and Approval	03/11/2025	

Pacific View Charter School 2.0 - on Moore Avenue Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

(See Chart)

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

Accurate identification of the type of emergency is the first step in ensuring that the proper response is taken. The specific nature of the emergency will dictate the procedures and actions to be followed.

Types of Emergencies:

- Fire (e.g., fire in the building, fire alarm activation)
- Medical Emergency (e.g., student or staff injury, illness)
- Active Shooter or Intruder (e.g., threat from outside or within the building)
- Natural Disaster (e.g., earthquake, flood, severe weather)
- Hazardous Materials (e.g., chemical spill, gas leak)
- Civil Disturbance or Civil Unrest (e.g., protest or violence near the school)
- Bomb Threat (e.g., suspicious package or bomb threat received)
- Bullying or Harassment (e.g., incidents of bullying, cyberbullying)
- Mental Health Crisis (e.g., suicidal behavior, mental health episode)

Step Two: Identify the Level of Emergency

After determining the type of emergency, the next step is to assess the level of the emergency. The level of emergency will help decide the scale of response and the resources required.

Levels of Emergency:

- Level 1 (Minor Emergency): A minor emergency that can be handled by school personnel with no need for external assistance. Examples include minor medical injuries, non-threatening bullying incidents, or a minor environmental hazard.
- Level 2 (Moderate Emergency): An emergency that requires external assistance or more significant intervention but can still be managed on campus with additional resources or outside support. Examples include moderate medical emergencies, fire alarm activation, or a potential intruder on campus.
- Level 3 (Major Emergency): A severe emergency that requires immediate action from law enforcement, fire department, or other emergency services. Examples include active shooter situations, significant natural disasters, or a bomb threat.
- Level 4 (Catastrophic Emergency): A catastrophic emergency that severely impacts the school's ability to function and threatens the safety and survival of students and staff. Examples include widespread damage from a natural disaster, school-wide evacuation due to a threat, or a terrorist attack.

Step Three: Determine the Immediate Response Action

Once the type and level of emergency are identified, the next step is to determine the immediate response action. Each emergency type and level will require a different set of actions. Staff should remain calm, act quickly, and follow the established protocols.

Immediate Response Actions for Various Emergencies:

- Fire:
 - Level 1: Activate the fire alarm, evacuate students using designated exits.
 - Level 2: Activate the fire alarm, evacuate students, contact fire department for support.
 - Level 3: Activate fire alarm, evacuate students, call 911, follow evacuation procedures.
 - Level 4: Evacuate the building immediately, assemble at rally points, call 911, and await further instructions from emergency services.
- Medical Emergency:
 - Level 1: Administer basic first aid, notify office staff, and have student or staff member taken to the nurse.
 - Level 2: Administer first aid, call 911 if necessary, and provide comfort until help arrives.
 - Level 3: Call 911 immediately, clear the area, provide first aid as needed, and prepare for evacuation if necessary.
- Active Shooter:

- Level 1: Secure the classroom, follow lockdown procedures, stay hidden.
- Level 2: Lock doors, barricade entry points, remain silent, and inform the office of the situation.
- Level 3: Initiate lockdown, barricade doors, remain silent, and prepare to evacuate when it is safe to do so. Use the “RED” and “GREEN” cards to signal status.
- Level 4: Evacuate when safe to do so, move away from danger, and take students to predetermined rally points. Follow law enforcement instructions.
- Natural Disaster (Earthquake, Flood, etc.):
- Level 1: Take cover under desks or tables, protect your head and neck.
- Level 2: Evacuate if necessary, move to higher ground in case of flooding, stay away from windows.
- Level 3: Follow emergency evacuation plans, assemble at predetermined rally points, and await further instructions from emergency services.
- Hazardous Materials:
- Level 1: Evacuate the area immediately, notify the office and authorities.
- Level 2: Evacuate the area, follow evacuation routes, and call 911 for assistance.
- Level 3: Evacuate the building, move away from the hazardous area, notify emergency services, and assist with further evacuations if needed.

Step Four: Communicate the Appropriate Response Action

Clear, effective communication is crucial during any emergency. Staff must relay information to ensure the appropriate response actions are followed.

Communication Steps:

- Internal Communication: Use the school’s communication system (intercom, email, phone, radios) to notify staff of the emergency type, level, and response actions. If necessary, use red or green cards to communicate the status of rooms or areas.
- Emergency Alerts: If appropriate, send out automated messages or phone calls to parents, guardians, and the community to keep them informed about the situation. Ensure that the message includes information on the emergency, evacuation routes (if necessary), and where to meet for further updates.
- External Communication: Contact law enforcement, fire departments, or other emergency responders as needed. Provide clear and concise information about the emergency situation and any immediate assistance required.
- Post-Emergency Communication: Once the emergency is resolved, provide regular updates to staff, students, and parents. If necessary, schedule a debrief meeting to discuss the situation, assess the response, and plan for improvements.

Types of Emergencies & Specific Procedures

Aircraft Crash

In the event of an aircraft crash near or on the campus of Pacific View Charter on Moore Avenue, the following procedures must be immediately implemented to ensure the safety and well-being of all students, staff, and visitors. The response to an aircraft crash requires swift action, coordination with emergency responders, and adherence to safety protocols.

Step 1: Identify the Situation

- Immediate Actions:
- If an aircraft crash is witnessed or reported, staff must immediately assess whether the crash is on campus or in close proximity.
- If the aircraft has crashed on campus, quickly determine the extent of the damage, whether there are fires, and the location of the crash.
- If the crash is near the campus, assess whether the crash could affect the school directly (e.g., debris, fire, smoke).
- Activate Emergency Protocols:
- Notify the Principal/Director or Designee immediately via radio, phone, or intercom.
- Activate the emergency response system (if the crash is on campus), which may include initiating a lockdown, evacuation, or both.

Step 2: Determine the Level of Emergency

- Level 1 (Minor Impact): The aircraft crash is far enough from the school that it does not pose an immediate danger to students or staff. There may be a need for heightened awareness, but no immediate evacuation or lockdown is required.
- Level 2 (Moderate Impact): The crash is near enough that there is potential danger from debris, fire, or toxic fumes. Immediate action is needed to ensure safety, and a soft lockdown or evacuation is necessary.
- Level 3 (Major Impact): The crash occurs on campus or in very close proximity with significant risk of harm. A hard lockdown and evacuation are necessary, and immediate first responder involvement is required.
- Level 4 (Catastrophic Impact): The crash results in widespread damage, fires, or other catastrophic consequences on campus. Full evacuation, coordination with emergency services, and crisis management is required.

Step 3: Immediate Response Actions

- Level 1 Response (Minor Impact):
- Monitor the Situation: Keep all staff informed via the communication system.
- Stay Alert: Keep students and staff indoors, away from windows, and prepare for potential changes in the situation.
- Notify Emergency Services: Contact local law enforcement, fire departments, and medical teams as needed to investigate the situation.
- Level 2 Response (Moderate Impact):
- Lockdown or Evacuation:
- If evacuation is safer, follow the campus evacuation procedures.
- If students and staff cannot safely leave the area, lockdown procedures should be initiated immediately.
- Move students to areas of the school farthest from the crash site or suspected danger.
- Ensure all students are accounted for using attendance sheets or roll calls.
- Fire or Explosion Risk: If the aircraft crash involves fire or hazardous materials, ensure all students and staff remain indoors and away from windows. Follow fire evacuation routes if the building is threatened.
- Level 3 Response (Major Impact):
- Initiate Lockdown:
- Immediately lock all exterior doors and secure the classroom or safe areas.
- Move students away from windows and doors. If the building is at risk, evacuate using safe routes away from the crash site.
- Use the red/green card system to communicate the status of classrooms and areas.
- Call 911: Provide precise information to emergency responders about the location of the crash, potential hazards, and the number of students and staff in the building.
- Evacuate if Safe: If evacuation is possible, move students to pre-designated rally points (e.g., Henderson Street, Moore Avenue parking lot).

- Level 4 Response (Catastrophic Impact):
- Evacuate the Campus Immediately:
- Evacuate all students and staff away from the crash site to safe zones, such as rally points off-campus. Follow pre-established evacuation routes.
- Move away from smoke, fire, or any visible hazards.
- Assist Injured Students: Provide first aid as necessary and prepare to transport injured students to a safe area.
- Activate Incident Command: Establish a crisis command post and communicate with law enforcement, fire, and medical personnel for further guidance.
- Account for All Students and Staff: Take roll at rally points to ensure everyone has evacuated and is safe.

Step 4: Communicate the Appropriate Response Action

- Internal Communication:
- Use the school's emergency communication system (radio, intercom, phones) to inform staff and administrators about the emergency and response actions.
- Ensure that all staff and students are aware of the lockdown or evacuation procedures.
- Communicate updates as new information becomes available.
- External Communication:
- Notify 911 and local authorities about the crash and its impact on the campus.
- Inform parents/guardians about the emergency situation. This could include calling emergency contacts and sending out automated alerts.
- Limit communication with the media to the designated spokesperson for the district. Direct all media inquiries to the appropriate individuals.
- Post-Emergency Communication:
- Once the situation is under control, provide clear instructions to staff and parents regarding the pick-up and reunification process.
- If necessary, issue a statement about the event and the school's response. Ensure that the school community is informed about any follow-up actions.

Step 5: Post-Incident Actions

- Debriefing:
- Hold a meeting with staff, emergency responders, and administrators to assess the response. Identify what worked well and areas that need improvement.
- Review student safety, emotional support needs, and any injuries.
- Support for Students and Staff:
- Provide counseling services for students and staff who are affected by the incident.
- Offer trauma-informed care and support for those who may have witnessed or been involved in the event.
- Review and Amend Procedures:
- After the emergency is resolved, update the emergency response plan based on lessons learned from the incident. Amend the procedures as necessary to improve future responses.

Conclusion

An aircraft crash near or on the Pacific View Charter on Moore Avenue campus is an extremely serious situation that requires swift action, clear communication, and coordination with emergency responders. By following the structured emergency response procedures, staff can ensure that students are kept safe and accounted for, and that all necessary steps are taken to handle the emergency effectively. Safety is the top priority, and these procedures aim to minimize risk, provide efficient responses, and ensure recovery.

Animal Disturbance

In the event of an animal disturbance, the following procedures must be followed to ensure the safety of students and staff. Animal disturbances may vary in severity, and it's essential to assess the situation quickly and respond appropriately.

Step 1: Identify the Type of Animal Disturbance

- Vicious Animal Disturbance: If the animal poses an immediate threat (aggressive or attacking behavior), it is considered a serious emergency.
- Non-Vicious Animal Disturbance: If the animal is not posing a direct threat, it may require less urgent action, but must still be managed to ensure the safety of students and staff.

Step 2: Initiate Soft Lockdown

- Soft Lockdown Procedure:
- School personnel will initiate a soft lockdown through one or more of the following methods:
- All-call announcement over the school's communication system.
- Phone call or radio notification to staff.
- In-person notification to teachers and staff in areas affected.
- All teachers and staff will lock their classroom doors immediately and keep students inside.
- If students are outdoors or in common areas, they must return quickly to their designated classrooms.
- Students off-campus will be instructed to remain off-campus until further notice.
- Continue with normal class activities but remain aware of any updates.

Step 3: Assess the Severity of the Disturbance

- Vicious Animal Disturbance (e.g., aggressive dogs, wildlife):
1. Immediately call 911: Provide details about the situation, including the location, type of animal, and if any injuries have occurred.
 2. Administer first aid if there are any life-threatening injuries to students or staff, ensuring their safety until medical professionals arrive.
 3. Ensure all students are accounted for and in safe areas, away from the animal.
 4. Maintain calm and follow the instructions of law enforcement and emergency responders.
 - Non-Vicious Animal Disturbance (e.g., stray animals, non-aggressive wildlife):
1. Notify Eureka Animal Control: Call 707-441-4060 to report the disturbance and follow their instructions.
 2. Monitor the animal's location: Do not attempt to approach or interact with the animal. Keep students indoors until the situation is resolved.
 3. Alert staff: Continue to keep students in classrooms and away from the disturbance until authorities have handled the situation.

Step 4: Ongoing Communication and Action

- Internal Communication: Continue to update staff via the school's internal communication system, including the status of the lockdown and any changes in the situation.
- External Communication:
- Notify parents and guardians via phone, text, or email once the situation is under control, and the lockdown has been lifted.
- If necessary, communicate with the media only through the designated spokesperson for the school.

Step 5: Post-Disturbance Actions

- Assess Student Safety and Well-Being:
- Once the disturbance has been resolved, ensure that all students are safe and accounted for.
- Provide counseling services or emotional support for students who may have been frightened or impacted by the incident.
- Review the Incident:
- Hold a debrief with staff to review how the situation was handled, ensuring all procedures were followed.
- Identify any areas for improvement and make necessary adjustments to the emergency response plan.

Conclusion

Animal disturbances require prompt action to ensure the safety of students, staff, and any individuals present on campus. By following these procedures, we aim to minimize risks and handle animal-related incidents calmly and efficiently, relying on professional services such as law enforcement and animal control to resolve the situation.

Armed Assault on Campus

In the event of an armed assault on campus, it is critical to follow established procedures to ensure the safety of all students, staff, and visitors. The following steps outline the immediate actions to be taken during this emergency.

Step 1: Identify the Threat

- Assess the Situation: Determine the nature of the threat. Is the assailant actively assaulting someone, or are they simply present with a weapon?
- If the assailant is actively threatening, engaged in violent behavior, or targeting individuals, this is an immediate threat and requires immediate action.
- If the assailant is not yet posing a direct threat but has a weapon visible, this must still be treated as a critical threat requiring a lockdown and appropriate law enforcement intervention.

Step 2: Initiate Hard Lockdown

- Initiate Lockdown Procedure:
- All-call announcement: The principal or designee will make a loud and clear “Teachers Keep Students in Class” announcement across the entire school.
- Notify Staff and Students:
- Staff will lock classroom doors immediately, turn off the lights, and instruct students to hide out of sight from windows and doors.
- Teachers will instruct students to remain silent and stay out of sight.
- Do not open doors for anyone until an official (e.g., principal, law enforcement) gives the all-clear signal.
- Close and lock windows to ensure no visibility from the outside.
- Secure the classroom: If possible, barricade the door with any available furniture.
- Move students away from windows and doors, and find the safest location within the classroom or area.

Step 3: Communicate the Threat

- Inform Law Enforcement:
- Call 911 immediately (or have a designated staff member do so if the principal is occupied) and provide clear and concise details of the situation:
- Location: Pacific View Charter on Moore Avenue.
- Description of Assailant: Gender, appearance, clothing, weapon, any other identifying information.
- Type of Threat: Armed assault, any known injuries, if shots have been fired, and if the assailant is still on the campus or has fled.
- Additional Information: Number of students and staff in the building, areas that are under threat, and any other relevant details.
- Use Communication Systems:
- Update staff and emergency contacts via radio or school messaging systems to communicate the location and status of the threat.
- Use the RED and GREEN cards (if applicable) to indicate whether students are accounted for:
- RED: Missing students or need assistance.
- GREEN: All students are accounted for.

Step 4: Respond to the Threat (Evacuation or Shelter)

- Evacuate (if safe): If the assailant is outside the building or in an area far from where students are located, and if evacuation is safe, the staff may begin evacuating students.
- Evacuate to predetermined safe zones or assembly areas away from the threat, using non-traditional exits if necessary (e.g., backdoors, windows, or side doors).
- Evacuate away from the building and into secured shelter. Refer to the school’s Emergency Evacuation Plan for safe rallying points.
- Shelter-In-Place:
- If evacuation is not an option due to the location of the assailant, staff and students must remain in their classrooms or designated secured locations.
- Barricade doors and remain hidden.
- Silence all communication devices to prevent alerting the assailant to your location.

- Staff and students must remain in place until law enforcement or a designated school official gives the all-clear signal.

Step 5: If Confronted with the Assailant

- If confronted by the assailant, the staff member's first priority is protecting the students and attempting to distance themselves from the threat.
- If necessary, use any available means to distract the assailant or intervene to protect students' safety.
- If it is safe to do so, attempt to escape or lead students to safety without alerting the assailant.

Step 6: Communicate to Parents and Guardians

- Initial Communication:
- Once the threat has been contained and it is safe to do so, communicate with parents and guardians via phone, text, or email to inform them that the emergency has been resolved and their children are safe.
- Ongoing Updates:
- Keep parents informed on the status of the situation and when they can pick up their children.
- Provide information on next steps, including when the lockdown will be lifted or when students can be released.

Step 7: Post-Incident Actions

- Law Enforcement Involvement:
- Law enforcement will lead the response and investigation into the incident. Follow their directions and cooperate fully.
- Allow law enforcement to clear the school before any students are released.
- Debrief:
- Once the situation has been resolved, conduct a debrief with all staff to review the response to the incident.
- Assess student and staff emotional well-being: Provide counseling and support to any students or staff who were affected by the incident.
- Evaluate the Emergency Response:
- Assess how well the emergency procedures were followed and identify areas for improvement.
- Update and amend procedures based on lessons learned to improve future responses.

Conclusion

An armed assault on campus is a critical and high-risk situation that requires immediate and coordinated actions to protect the safety and well-being of students, staff, and visitors. By following these procedures, Pacific View Charter on Moore Avenue can ensure a prompt and effective response to any armed threat while maintaining communication with law enforcement and other relevant authorities.

Biological or Chemical Release

In the event of a biological or chemical release on or near the campus of Pacific View Charter on Moore Avenue, immediate and coordinated action is required to ensure the safety and well-being of students, staff, and visitors. The following procedures outline the steps to be taken during such an emergency.

Step 1: Identify the Type of Release

- Biological Release: Includes pathogens or diseases such as viruses, bacteria, or fungi that may spread through air, water, or physical contact.
- Chemical Release: Involves hazardous chemicals (e.g., gases, liquids, or solids) that may cause harm if inhaled, ingested, or come into contact with skin.
- Symptoms of Exposure (for staff to identify):
- Difficulty breathing
- Unusual odors or smoke
- Skin or eye irritation
- Vomiting, nausea, dizziness, or headache
- Any other unusual physical symptoms among individuals

If the release occurs in an identifiable location (e.g., a laboratory, kitchen, or near a chemical storage area), it should be immediately communicated to all staff to take protective actions.

Step 2: Initiate Immediate Action

- Activate Lockdown or Shelter-in-Place:
- If the release is indoors or confined to a specific area, initiate a lockdown or shelter-in-place:
- All-call announcement: The principal or designee will make a clear announcement: "Teacher keep the students in class" depending on the nature of the threat.
- Close doors and windows in all classrooms and areas.
- Turn off ventilation systems to avoid the spread of contaminants through the air.
- Seal any cracks or vents in the classroom or shelter areas using materials like duct tape or cloth to prevent the entry of harmful substances.
- Instruct students and staff to stay indoors and away from windows, ventilation systems, or areas with potential contamination.
- Evacuation (if needed):
- If the release has spread to a larger area or if it is no longer safe to remain indoors, initiate an evacuation:
- Evacuate students and staff to designated safe zones that are upwind and away from the release area.
- Use non-traditional exits if necessary to avoid the contamination zone.
- If evacuation is not possible, continue sheltering indoors and await further instructions.

Step 3: Communicate the Incident

- Notify Emergency Services:
- Immediately call 911 (or have a designated staff member call) to report the biological or chemical release:
- Location: Pacific View Charter on Moore Avenue.
- Type of Release: Provide a clear description of the substance or pathogen involved.
- Symptoms: Report any symptoms observed in students, staff, or visitors.
- Potential Exposure: Specify which areas of the campus may be affected and if there is any direct danger to people on the premises.
- Notify Health and Environmental Agencies:
- Contact local health authorities (e.g., Humboldt County Public Health) and environmental protection agencies (e.g., Humboldt County Environmental Health Division) to assess the situation and receive guidance.
- If the release involves a chemical or biological agent with potential for significant harm, request guidance on decontamination or further steps.
- Communicate with Staff and Students:
- Use radios and email to provide updates to staff on the situation and any new developments.
- Keep students informed of the situation in a calm and reassuring manner, emphasizing the importance of following all safety procedures.
- If evacuation or further action is required, provide clear and direct instructions.

Step 4: Implement Medical and First-Aid Procedures

- Administer First Aid:
- For chemical exposure: Ensure that students and staff who have come into contact with the chemicals immediately rinse their skin and eyes with water, as directed by emergency responders.
- For biological exposure: Isolate any potentially infected individuals, and follow medical guidance regarding the containment of disease transmission.
- Medical Attention:
- Call for medical assistance and ambulances as necessary, especially if there are individuals showing signs of severe exposure (e.g., difficulty breathing, severe skin irritation, or loss of consciousness).
- Administer basic first aid and CPR if required while awaiting the arrival of medical professionals.
- Isolate Contaminated Individuals:
- If anyone shows signs of exposure, isolate them immediately from others and keep them in a designated safe area.
- Provide clear instructions to any potentially exposed individuals to avoid touching surfaces or coming into contact with others until they have been assessed and treated.

Step 5: Post-Incident Response

- Decontamination Procedures:
- Once the situation has been assessed and the release has been controlled, emergency responders or designated personnel will begin decontamination procedures.
- This may involve cleaning and disinfecting affected areas, checking air filtration systems, and ensuring that all areas are safe before allowing re-entry.
- Release from Lockdown/Shelter:
- The lockdown or shelter-in-place will only be lifted once the authorities have assessed the situation and provided an all-clear notification.
- Follow instructions from law enforcement, fire department, or health officials to re-enter the building or resume normal activities once it is safe to do so.

Step 6: Communicate with Parents and Guardians

- Initial Communication:
- As soon as it is safe, the principal or designated staff will notify parents and guardians about the biological or chemical release incident.
- Provide instructions on whether to pick up students or if the campus will be closed for the day.
- Follow-up Communication:
- Keep parents informed of ongoing actions, decontamination processes, and when students may return to normal activities.
- Offer counseling services for students and staff who may have been emotionally impacted by the incident.

Step 7: Review and Assess

- Post-Incident Review:
- After the situation has been resolved, conduct a debrief with all staff involved in the response.
- Assess how well the procedures were followed and identify areas for improvement.
- Update the emergency response plans based on lessons learned to better prepare for any future biological or chemical release events.
- Staff and Student Support:
- Provide counseling and psychological support to students and staff who may have been affected by the incident.
- Ensure that students and staff understand any medical follow-ups that may be required for exposure.

Conclusion

A biological or chemical release on or near Pacific View Charter on Moore Avenue requires immediate and decisive action. By following these procedures, the school can effectively manage the emergency, minimize harm, and ensure the safety of all students, staff, and visitors on campus. Prompt communication with authorities and parents, along with clear response actions, are essential for managing the situation and mitigating the potential impacts of the release.

Bomb Threat/ Threat Of violence

In the event of a bomb threat or threat of violence at Pacific View Charter on Moore Avenue, the following procedure will be followed to ensure the safety of students, staff, and visitors. Immediate action is required to prevent harm and effectively manage the situation.

Step 1: Identify the Threat

- Bomb Threat: A bomb threat may be communicated via phone call, email, letter, or other means. If a bomb threat is received:
- Do not hang up; try to gather as much information as possible (e.g., location of the bomb, time of detonation, appearance, and nature of the bomb).
- Record the exact wording of the threat and note any distinctive features of the call or message (e.g., voice, background noise, etc.).
- Threat of Violence: If a threat of violence is made (directly or indirectly) against students, staff, or the school:
- Evaluate whether the threat is credible, immediate, or specific.

- Assess the level of seriousness by considering the nature of the threat and the context (e.g., verbal, written, or online threats).

Step 2: Notify Authorities

- Immediate Notification:
- Call 911 to notify law enforcement about the bomb threat or threat of violence. Provide the following information:
- Location: Pacific View Charter on Moore Avenue.
- Nature of the Threat: Whether it is a bomb threat, direct threat of violence, or other.
- Details of the Threat: Any information gathered, including the time, location, and nature of the threat, as well as any identifying information about the person making the threat.
- Contact School Administration: The principal or designee will be notified immediately. If the principal is unavailable, the next senior staff member will take charge.
- District Notification:
- Notify the district office to inform the superintendent and other relevant officials about the situation.

Step 3: Initiate Lockdown or Evacuation Procedures

- Lockdown Procedure:
- Soft Lockdown: If the threat is deemed to be external (e.g., an active shooter in the area or a suspicious individual nearby):
- Lock doors and secure windows in all classrooms and administrative areas.
- Instruct staff and students to move away from windows and doors.
- Maintain normal classroom activities and do not allow students outside until further notice.
- Hard Lockdown: If the threat is internal (e.g., a violent intruder, bomb threat within the building, or a direct threat of violence on campus):
- Initiate lockdown immediately with an all-call announcement: “Teacher keep student in Class”
- Follow lockdown protocols: Close doors and windows, turn off lights, and have students sit quietly out of sight. Use RED or GREEN cards to indicate the status of students.
- Do not open doors until authorities (police, principal, or designee) provide the all-clear notification.
- Evacuation Procedure (if applicable):
- Evacuate the building if the threat of a bomb is credible and imminent, or if instructed by law enforcement:
- Evacuate away from the building to a safe distance and out of the line of sight of the threat.
- Follow the designated evacuation route to a pre-determined safe location.
- Take attendance immediately once students are in a safe area.
- Do not re-enter the building until law enforcement has cleared it and provides the all-clear signal.

Step 4: Communication

- Notify Staff and Students:
- Provide clear and concise information to staff regarding the threat and the required actions.
- Maintain communication through radios, phones, or the school’s emergency alert system to ensure all staff are informed and can execute their roles properly.
- Notify Parents and Guardians:
- Once the immediate danger is addressed, communicate with parents to inform them of the situation:
- Send a text message, email, or phone call to parents alerting them to the threat and the current status.
- Provide guidance on how parents should pick up their children or whether the school day will continue as usual.
- Update Media:
- Only the designated district spokesperson will address media inquiries. The spokesperson will provide updates once it is safe to do so, without compromising student or staff safety.

Step 5: Safety and Medical Response

- First Aid and Medical Attention:
- If any students or staff are injured during the threat (e.g., in the course of evacuation or confrontation), immediately call 911 for medical assistance.
- Administer first aid as needed until medical professionals arrive.
- Support for Affected Individuals:

- Provide counseling services to students and staff who may be emotionally impacted by the threat.
- Identify any students or staff who may need additional support, especially those with trauma or anxiety, and ensure their well-being.

Step 6: Post-Incident Actions

- Reassess School Security:
- After the incident, the principal and school officials will conduct a post-incident review to evaluate the effectiveness of the response and identify areas for improvement.
- Update the school's safety plan as needed to incorporate lessons learned from the situation.
- Debrief with Staff:
- Hold a debriefing session with all staff members involved in the incident response to discuss what worked well and where improvements can be made.
- Reinforce safety protocols to ensure everyone is prepared for any future emergencies.
- Documentation and Reporting:
- Complete an incident report documenting the threat, actions taken, and any follow-up steps.
- Submit the report to the district and other relevant authorities as required.
- Follow up with law enforcement to ensure the resolution of the incident, including any potential investigations or arrests.

Conclusion

The safety and well-being of students, staff, and visitors are paramount during a bomb threat or threat of violence. By following these procedures, Pacific View Charter on Moore Avenue can effectively manage the situation, protect lives, and maintain a safe and secure learning environment. Clear communication, swift action, and collaboration with law enforcement are critical components of a successful emergency response.

Bus Disaster

In the event of a school van disaster, whether it involves an accident, mechanical failure, or any other form of emergency, it is crucial to ensure the safety and well-being of all students and staff involved. The following procedures are designed to provide a clear and effective response to mitigate harm and manage the situation efficiently.

Step 1: Assess the Situation

- Verify the Nature of the Incident:
- Determine whether the school van disaster involves injuries (students, staff, or others involved), a mechanical failure, or any other immediate danger (e.g., fire, hazardous materials).
- Assess whether the van is still on the road or if it is located in a remote area (near a highway, school campus, etc.).
- Secure the Scene:
- Ensure safety: If you are not injured, assess the safety of the immediate area and prevent any additional accidents by warning others or preventing traffic from coming close.
- Activate Emergency Lights: If it is safe to do so, activate the vehicle's hazard lights to alert oncoming traffic.

Step 2: Notify Authorities and School Personnel

- Call 911:
- Immediately call emergency services (911) and report the situation.
- Provide the following information:
- Location of the incident.
- Nature of the disaster (van accident, mechanical issue, etc.).
- Number of individuals involved and any potential injuries.
- If there are students on board, make sure to emphasize that fact.
- Request Emergency Medical Assistance for any injuries, whether minor or life-threatening.
- Contact the Principal/Director:
- Notify the Principal or designee immediately to inform them of the situation and the nature of the emergency.
- Provide relevant details (location, injuries, number of students involved, etc.).

- If the Principal is unavailable, the Assistant Principal or designated staff member will be notified to begin the school's response plan.
- Notify the District:
- Inform the district office about the incident, following the district's protocol for communicating major incidents.
- The district may send representatives to the scene if needed.

Step 3: Ensure Student and Staff Safety

- Assess Injuries:
- Provide first aid to any injured individuals until emergency medical personnel arrive.
- Prioritize medical treatment for any severe injuries or life-threatening situations.
- Make sure all students are accounted for and assess whether any students require special attention (e.g., those with medical needs, physical disabilities, or emotional distress).
- Evacuate the Van (if necessary):
- Evacuate the van safely if there is a risk of fire, additional hazards, or further danger (e.g., the van is in a high-traffic area).
- Evacuate students calmly, helping them exit the vehicle in an orderly fashion.
- Assist students in distress or those with mobility challenges by providing support.
- Secure the Area:
- If the van is near a busy road or highway, ensure that the area is secured and that students and staff are kept away from traffic or any other hazards.
- Use reflective warning triangles or cones, if available, to mark the area and keep others at a safe distance.

Step 4: Communication with Parents/Guardians

- Notify Parents/Guardians:
- Once the situation is under control, communicate with parents or guardians of affected students. This may be done through:
- Phone calls or text messages.
- Emergency notification systems (e.g., school-wide messaging or automated systems).
- Provide clear information about the incident, the current status of their children, and where to pick them up if necessary.
- Keep Parents Informed:
- Ensure parents are informed about next steps, such as whether they need to pick up their children, if medical attention is required, or if students will be returned to school on a different van or bus.

Step 5: Investigate the Incident

- Investigation of the Cause:
- Once emergency responders have addressed immediate needs (e.g., injuries, safety), begin investigating the cause of the disaster (e.g., mechanical failure, weather conditions, human error).
- Document the incident thoroughly, including the sequence of events, conditions of the vehicle, and any contributing factors.
- Document the Incident:
- Complete an incident report detailing the specifics of the disaster, injuries, damages, and any steps taken to address the situation.
- Submit the report to the Principal, the District Office, and any other relevant authorities (such as insurance companies).

Step 6: Post-Incident Actions

- Follow-Up with Affected Students and Staff:
- Provide emotional and psychological support to students and staff who may be affected by the disaster.
- Ensure that students have access to counseling services if needed.
- Offer debriefing sessions to staff and students to discuss the event and alleviate any trauma or anxiety.
- Assess and Repair the Van:
- If the van was damaged, have it assessed by a professional mechanic and ensure that any issues are addressed before returning it to service.
- Ensure that all school vehicles used for transportation are in good working condition and subject to regular maintenance checks.
- Evaluate and Improve Protocols:

- Review the school’s emergency response procedures and transportation protocols to ensure that they are effective and that staff are properly trained.
- Consider conducting a post-incident evaluation to determine what went well and where improvements can be made in handling similar situations in the future.

Step 7: Review and Adjust the Safety Plan

- Update Safety Procedures:
- After the incident is resolved, review the school’s safety plan to determine if any changes need to be made to prevent future incidents or improve responses.
- Consider including additional safety measures, such as increased training for staff in handling van-related emergencies and ensuring that transportation vehicles meet all safety standards.

Conclusion

In the event of a school van disaster at Pacific View Charter on Moore Avenue, the key to a successful response lies in maintaining calm, ensuring the safety of all students and staff, and working quickly to involve appropriate authorities. By following these steps, the school will minimize harm, protect students, and respond to the situation in an effective and coordinated manner.

Disorderly Conduct

Disorderly conduct involves any behavior that disrupts the school environment, poses a safety risk, or interferes with the ability of others to engage in their educational activities. The following procedure is designed to address disorderly conduct swiftly and appropriately, while maintaining a safe and positive learning environment for all students and staff.

Step 1: Identify and Assess the Situation

- Recognize Disorderly Behavior:
- Disorderly conduct may include but is not limited to:
 - Verbal aggression or insults
 - Physical altercations
 - Vandalism or property damage
 - Intimidation, bullying, or harassment
 - Disruption of class activities
 - Refusal to follow staff directions
 - Disrupting the general functioning of the school environment
- Determine Immediate Threat:
 - Assess whether the situation poses an immediate threat to the safety of students, staff, or the overall school environment.
 - If the behavior is violent, dangerous, or escalating rapidly, proceed with emergency protocols.

Step 2: Intervene and De-escalate the Situation

- Staff Intervention:
 - Remain calm and approach the student(s) involved in the disorderly conduct in a non-threatening and neutral manner.
 - Use de-escalation techniques to defuse the situation. Techniques may include:
 - Speaking in a calm and measured tone
 - Listening to the student(s) to understand their perspective
 - Acknowledging feelings without validating inappropriate behavior
 - Offering the student a chance to cool down in a designated area, if necessary
 - Redirecting behavior by offering alternatives to the disruptive actions
- Addressing the Behavior:
 - If appropriate, redirect the student(s) to stop the disruptive behavior.
 - Set clear expectations: Remind the student(s) of the school’s rules regarding behavior and how it affects their peers and the school environment.
- Separation (If Necessary):

- If the student(s) cannot be calmed or if the behavior continues, separate the student from the immediate area to prevent further disruption.
- Escort the student to a designated area (e.g., office, counseling room) where they can regain composure.

Step 3: Notify School Administration

- Inform the Principal/Designee:
- If the situation is not resolved quickly or if the behavior escalates, contact the Principal, Assistant Principal, or designated administrator immediately.
- Provide a clear and concise account of the incident, including:
 - Description of the behavior observed
 - Name(s) of student(s) involved
 - Actions taken so far to address the situation
 - Any additional concerns (safety, emotional needs, etc.)
- Possible Law Enforcement Involvement:
 - If the disorderly conduct includes violence, threats of violence, or damage to property, the local law enforcement may need to be contacted.
 - If necessary, call 911 to report any incidents of criminal conduct.

Step 4: Document the Incident

- Complete an Incident Report:
 - The staff member who first intervened should document the details of the incident in the school's incident report form.
 - Include the following in the report:
 - Date and time of the incident
 - Location of the incident
 - Names of all students involved (including witnesses, if applicable)
 - Description of the disruptive behavior
 - Actions taken by staff and any responses from the student(s)
 - Communication with parents/guardians (if applicable)
 - Staff actions and resolution steps
- Follow-up with Parents/Guardians:
 - Contact the student's parents or guardians to inform them of the incident.
 - Describe the behavior that led to the disorderly conduct and the actions taken by the school.
 - Depending on the severity, discuss potential consequences or interventions, including possible disciplinary measures or support services.

Step 5: Implement Consequences and Support

- Disciplinary Action:
 - Based on the severity and nature of the disorderly conduct, determine appropriate consequences, which may include:
 - A warning or verbal reprimand
 - Detention or a time-out in a designated space
 - In-school suspension or out-of-school suspension (in more severe cases)
 - Loss of privileges (e.g., attending extracurricular activities, field trips)
- Behavioral Support:
 - If the student displays ongoing patterns of disorderly conduct, a behavioral intervention plan (BIP) may be developed.
 - The student may be referred to counseling services or to a behavioral specialist for further support.
 - In cases where mental health is a concern, the student may be referred to mental health professionals or community-based support services.
- Monitor the Student's Behavior:
 - After the incident, closely monitor the student's behavior to ensure compliance with school rules and to check for any further signs of distress or disruption.
 - Regular check-ins with the student and/or their family may be necessary to help improve behavior over time.

Step 6: Review and Adjust Schoolwide Procedures

- Evaluate the Incident:

- After addressing the disorderly conduct, the school administration should review the situation to identify any systemic issues that may have contributed to the disruption.
- Discuss whether additional preventive measures or interventions are needed, such as:
 - Conflict resolution training
 - Social-emotional learning programs
 - Increased supervision during high-risk times or locations
- Update School Policies:
 - Review and, if necessary, update the school’s code of conduct to ensure it aligns with the values and expectations of the school.
 - Include information on how to handle disorderly conduct, including clear steps for staff to follow.

Conclusion

Disorderly conduct at Pacific View Charter on Moore Avenue is addressed with a clear focus on safety, respect, and de-escalation. By following these steps, the school ensures that all students can continue to learn in a safe and positive environment, while providing support for those who may need behavioral or emotional interventions. The goal is to handle disruptive situations promptly and effectively while maintaining a supportive school culture.

Earthquake

In the event of an earthquake, it is essential to act swiftly and calmly to protect students, staff, and visitors from harm. The following procedure outlines the steps to take before, during, and after an earthquake to ensure the safety of everyone at Pacific View Charter on Moore Avenue.

Step 1: Identify the Earthquake

- Initial Warning:
 - Earthquakes typically occur without warning, but in some cases, there may be a brief tremor or an alert. In any case, take immediate action when the shaking begins.
- Immediate Response During Earthquake:
 - If the earthquake is felt, remain calm and immediately initiate the appropriate safety procedures.
 - Stop any ongoing activities that could place students or staff in danger (e.g., prevent students from running, using equipment, or continuing to move).

Step 2: Take Immediate Action (During the Earthquake)

For Students Indoors (Classrooms, Offices, etc.):

1. Drop, Cover, and Hold On:

- Drop to the floor, get under a sturdy desk or table, or if none is available, take cover against an interior wall away from windows.
- Cover your head and neck with your arms and hold on to the desk or table to protect yourself from falling debris.
- If no cover is available, kneel and protect your head with your arms, covering your face.
- Stay away from windows, doors, and exterior walls to avoid injury from glass or other debris.

2. Remain in Place:

- Do not attempt to evacuate during the shaking unless there is a clear and present danger (e.g., the building is structurally compromised).
- Stay calm, reassure students, and ensure that everyone is following the Drop, Cover, and Hold On procedure.

For Students Outdoors (Yard, Playground, etc.):

1. Move to an Open Area:

- If outdoors, move students to an open area away from buildings, trees, light poles, or other potential hazards.
- Instruct students to drop to the ground and cover their heads until the shaking stops.

2. Avoid School Buildings:

- Ensure that students do not run toward school buildings, as they could be at risk from falling debris or glass.

For Staff:

1. Ensure Student Safety:

- Take control of the classroom or area by immediately directing students to Drop, Cover, and Hold On.
- Stay with students until the shaking stops and ensure everyone remains safe during the event.

2. Keep Calm and Provide Reassurance:

- Calmly speak to students and remind them to remain calm and stay safe.
- Encourage students to remain in their positions until the shaking stops and follow any instructions you give.

Step 3: After the Earthquake (Post-Earthquake Actions)

Assess the Situation:

1. Check for Hazards:

- Once the shaking stops, assess the immediate area for hazards such as:
- Fallen debris or broken glass
- Damaged walls, windows, or ceilings
- Fire hazards (e.g., electrical sparks)
- If there is any obvious danger, stay in place and wait for further instructions from emergency personnel.

2. Ensure Student Safety:

- Once it is safe, ensure that all students are accounted for. If a student is injured, provide first aid and report the injury to the Principal or designee immediately.

3. Perform a Headcount:

- Take attendance to ensure all students are present and accounted for.
- If any student is missing, immediately report this to the school's administrative team and begin search protocols.

4. Stay in Place:

- Do not evacuate until instructed to do so. Aftershocks may occur, and it's safer to stay in place until the area is cleared by appropriate authorities.

Step 4: Communication and Notification

1. Notify the Principal/Designee:

- The Principal or designee will receive reports from staff members about the status of students and the condition of the building.
- Use two-way radios or phone lines to communicate with the administrative team for further instructions.

2. Contact Emergency Services:

- If there is significant damage or injuries, call 911 to report the situation. Provide clear details on:
- The location of the earthquake impact
- Injuries or any immediate medical needs
- Structural damage to the building or property

3. Provide Public Information:

- The designated spokesperson will communicate with the media, parents, and the community to provide accurate information about the earthquake's impact on the school and the safety of the students and staff.

4. Use the PA System:

- If possible, use the school's public address system or any other communication system to inform students and staff of the situation and next steps.

Step 5: Evacuation (If Necessary)

1. Evacuate to Safe Areas:

- If the building has suffered significant structural damage or there is a risk of aftershocks, initiate evacuation procedures.
- Follow the emergency evacuation plan to ensure that all students and staff move safely away from the building and into predetermined safe zones.

2. Evacuation Route:

- Evacuate to the designated safe assembly areas such as the parking lot, open fields, or neighboring safe buildings (refer to the Evacuation Map).
- Take attendance as students and staff evacuate to ensure no one is left behind.
- Once evacuated, stay in the safe area and await further instructions from authorities.

Step 6: Post-Earthquake Procedures

1. Re-Entry and Inspection:

- Once emergency personnel have assessed the situation, do not re-enter the building until it has been deemed safe by the fire department or structural engineers.
- If the building is unsafe to return to, staff will direct students to a safe relocation site.

2. Mental Health Support:

- After the event, offer counseling support to students and staff who may be experiencing anxiety or stress from the earthquake.
- Monitor students' emotional wellbeing and offer additional resources or referrals if needed.

3. Review and Reflect:

- After the incident, the school administration will hold a debrief meeting with staff to review how the earthquake response was handled.
- Adjust procedures and conduct follow-up training if needed to improve future responses.

Conclusion

Pacific View Charter on Moore Avenue's earthquake response procedure is designed to prioritize the safety of students and staff through clear, calm, and organized action. By following these steps, the school community can mitigate risks, ensure safety, and respond efficiently in the event of an earthquake.

Explosion or Risk Of Explosion

In the event of an explosion or potential explosion at Pacific View Charter on Moore Avenue, it is essential to act quickly and decisively to ensure the safety of all students, staff, and visitors. The following procedure outlines the steps to take if an explosion occurs or there is a risk of explosion.

Step 1: Identify the Explosion or Risk of Explosion

- **Explosion Occurs:** If an explosion occurs, you will likely hear a loud sound, feel shockwaves, or see signs of smoke or fire. These are immediate indicators that an explosion has taken place or is imminent.
- **Risk of Explosion:** If a potential explosion is identified (e.g., a suspicious package, gas leak, or chemical hazard), treat it as an imminent threat and initiate emergency procedures.

Step 2: Initiate Immediate Response Action

For All Staff and Students:

1. Initiate Evacuation or Shelter-in-Place (depending on the location of the explosion):

- **Evacuation:** If the explosion or risk of explosion occurred within or near the school, evacuate the building immediately.
- If evacuation is safe, direct students and staff to the designated assembly area, avoiding the area of the explosion and any surrounding hazardous zones.
- Do not use elevators during evacuation.
- Lead students away from windows, walls, and doors, as these areas may be at risk of secondary explosions or glass shattering.
- **Shelter-in-Place (if evacuation is unsafe):** If it is unsafe to evacuate due to the proximity of the explosion or other dangers (such as fire or debris), direct everyone to a safe location within the building.
- Lock doors, close windows, and turn off lights.
- Direct students to stay low to the ground to avoid inhaling smoke or harmful gases.
- Remain inside until further instructions are provided by the Principal or emergency personnel.

2. Notify Authorities:

- Call 911 immediately to report the explosion or potential explosion. Provide clear details:
- The location of the explosion or suspected explosion.
- The cause, if known (e.g., gas leak, chemical spill, suspicious package).
- Any injuries or immediate dangers (e.g., fire, toxic fumes, debris).

- Alert the Principal/Designee: Inform the Principal or designee of the situation, including the location and any immediate hazards.

For Students and Staff in Classrooms or Offices:

1. Follow Evacuation or Shelter-in-Place Protocol:

- If evacuation is possible, follow the evacuation routes as directed by the Principal or designee.
- If sheltering in place is required, close all doors and secure windows, ensuring students remain in a safe area away from glass, windows, or external walls.

2. Account for All Students:

- Take attendance immediately to ensure all students are accounted for. Report any missing students to the Principal or designee.

Step 3: Communicate the Appropriate Response Action

1. Communication with Staff:

- Use the PA system, radios, or other communication means to alert all staff of the situation and provide clear instructions for either evacuation or shelter-in-place.
- Keep communication clear and concise: Use simple language to avoid confusion during this critical time.
- Do not use phones unless necessary, as phone lines may be overloaded. Use radios for immediate communication.

2. Communicate with Parents:

- After ensuring the safety of students and staff, contact parents via phone or automated messaging to inform them of the situation and provide details about the evacuation, sheltering-in-place, or any other actions taken.
- Use the school website or social media to provide updates if needed.

Step 4: Post-Explosion Actions (After the Incident)

1. Ensure Everyone is Safe:

- Take a headcount of all students and staff after evacuation or once shelter-in-place orders are lifted.
- Provide first aid to anyone who is injured. If necessary, call 911 for emergency medical assistance.

2. Assess the Building:

- Wait for emergency personnel (firefighters, bomb squad, police) to clear the area before re-entering the building. Only re-enter if the area is declared safe by emergency responders.
- Do not touch any suspicious objects or debris, as they could still pose a threat.

3. Mental Health Support:

- After the incident, provide mental health support for students and staff who may have experienced trauma from the explosion. Make counselors available to help with emotional support.

4. Cooperate with Investigations:

- Cooperate fully with law enforcement and emergency responders in their investigation of the explosion or risk of explosion.
- Provide them with any relevant information, such as witness statements, security footage, or reports from staff.

Step 5: Post-Incident Review and Reporting

1. Review the Response:

- Once the situation has been resolved, conduct a debriefing with staff to review how the incident was handled.
- Identify any areas for improvement and update emergency procedures if necessary.

2. File Incident Reports:

- The Principal or designee will file incident reports as required by school district policy.
- Ensure that all necessary forms are submitted, including any reports on injuries, damage, or safety violations.

3. Communicate with Parents and Community:

- Provide updates on the incident, explaining the steps taken to ensure the safety of students and staff, as well as any ongoing investigations.
- Address any concerns or questions from the community and reassure them that safety measures are in place to prevent future incidents.

Conclusion

Pacific View Charter on Moore Avenue's response to an explosion or risk of explosion is designed to prioritize the safety of students, staff, and visitors by following a clear and systematic approach to evacuation, shelter-in-place, and emergency communication. By adhering to these procedures, the school will minimize risks and respond effectively to any explosion-related incident.

Fire in Surrounding Area

In the event of a fire in the surrounding area of Pacific View Charter on Moore Avenue, it is essential to act quickly to ensure the safety of all students, staff, and visitors. The following procedure outlines the steps to take if a fire is detected or if there is a threat of a fire in the vicinity of the school.

Step 1: Identify the Fire in the Surrounding Area

- **Fire is Detected:** If a fire is observed in the surrounding area (e.g., nearby buildings, forested areas, or fields), staff should immediately notify the Principal/Designee. If the fire is visible and close enough, it may require immediate action.
- **Smoke or Ash:** The presence of smoke, ash, or the smell of burning materials in the air can indicate a nearby fire and should be treated with caution.

Step 2: Initiate Immediate Response Action

For All Staff and Students:

1. Evaluate the Risk:

- **Assess the situation:** Staff should monitor the location of the fire, smoke direction, and any relevant hazards (e.g., wind direction, spreading fire).
- **Fire Department Notification:** Call 911 immediately to report the fire, provide exact details of the location, and request assistance.

2. Initiate Evacuation if Needed:

- If the fire is moving toward the school or poses a direct threat, evacuate the school immediately to a safe location.
- If the fire is not immediately threatening but smoke or ash is present, consider evacuating or sheltering in place based on the severity of the threat.
- Follow the evacuation routes as outlined in the school's emergency plans, ensuring that students are safely moved to a predetermined assembly point away from the fire hazard.

3. Ensure All Students Are Accounted For:

- Take attendance once students have been evacuated to the designated assembly area. Report any missing students to the Principal/Designee immediately.

If Fire Evacuation is Not Necessary but Smoke is Present:

1. Shelter-in-Place:

- If the fire is not immediately threatening, but smoke or ash is a concern, staff should shelter students inside the building to avoid exposure.
- Close all windows and doors, turn off air conditioning or ventilation systems to prevent smoke from entering.
- Monitor air quality and follow guidance from local authorities if the smoke level becomes hazardous.

Step 3: Communicate the Appropriate Response Action

1. Internal Communication:

- Notify staff of the situation immediately via the school's communication system (PA system, radios, or phone calls).
- Provide clear instructions on whether to evacuate or shelter-in-place, and provide specific evacuation routes or locations.
- Keep staff updated as more information becomes available, especially regarding the movement of the fire or any changes to the evacuation plan.

2. External Communication:

- Contact parents to notify them of the situation and provide information on the safety of students. Ensure they are aware of the school's response and any actions they may need to take (e.g., picking up their children early).
- Communicate with local authorities for any updates on the fire and further evacuation instructions.
- Do not use social media or public platforms to discuss sensitive details until the situation is under control.

Step 4: Post-Evacuation or Shelter-in-Place Actions

1. Wait for All-Clear from Authorities:

- Do not return to the school until fire officials or law enforcement declare the area safe.
- Continue to monitor local news or receive updates from local fire and emergency personnel to ensure the situation is fully contained.

2. Reunite Students with Parents:

- Once the all-clear signal is given, reunite students with their parents or guardians at the designated reunification point.
- Ensure that students are released only to authorized individuals as per school policy.

3. Provide Mental Health Support:

- After the emergency has been resolved, offer counseling services for students and staff who may have been traumatized by the event.
- Monitor students for signs of distress or anxiety related to the fire and provide ongoing support as needed.

4. Assess Any Damage:

- Conduct a safety assessment of the school's physical space and facilities to ensure there is no fire-related damage or hazard.
- Ensure all safety systems (e.g., fire alarms, sprinklers) are operational before re-entering the building.

Step 5: Post-Incident Review and Reporting

1. Review the Incident:

- Conduct a debriefing with all staff involved to review the effectiveness of the response. Identify areas of improvement and adjust the school's emergency response plan accordingly.
- Evaluate whether the communication system was effective and if evacuation routes were clear and accessible.

2. File Incident Reports:

- The Principal or designee should file official incident reports to document the situation and actions taken. This includes reporting to the school district, fire department, and any other relevant authorities.

3. Communicate with the School Community:

- Once the situation is resolved, send a follow-up communication to parents and the school community to reassure them of the safety of the students and staff and provide details on the response and any ongoing precautions.

Conclusion

The response to a fire in the surrounding area at Pacific View Charter on Moore Avenue is designed to ensure the safety of students, staff, and visitors by promptly evacuating or sheltering-in-place based on the severity of the situation. By following these procedures, the school will effectively manage the risk of fire and minimize harm to everyone on campus.

Fire on School Grounds

In the event of a fire on school grounds, it is crucial that all staff, students, and visitors respond promptly and effectively to ensure the safety and well-being of everyone on campus. The following procedure outlines the steps to take in the occurrence of a fire on the school grounds at Pacific View Charter on Moore Avenue.

Step 1: Identify the Fire on School Grounds

- **Fire Detection:** If a fire is observed on school property (e.g., inside the building, in outdoor areas such as fields, parking lots, or nearby structures), staff should immediately notify the Principal/Designee.
- **Fire Alarm Activation:** In the event the fire alarm system is triggered, all staff and students should proceed according to the fire evacuation plan.
- **Location of the Fire:** Identify the location of the fire and evaluate whether it poses an immediate threat to the safety of the building and those on campus.

Step 2: Initiate Immediate Response Action

For All Staff and Students:

1. Activate the Fire Alarm:

- If the fire is inside the building or a visible threat to the school, activate the fire alarm system immediately to alert all students and staff.
2. Evacuate the Building:
 - Follow the fire evacuation plan immediately and calmly, using the designated exit routes to move all students and staff to a safe location.
 - Do not use elevators during the evacuation, as they may become unsafe during a fire.
 - Assist individuals with mobility impairments or other special needs during the evacuation.
 - Ensure that doors and windows are closed as classrooms are evacuated to prevent the spread of the fire.
 3. Take Attendance:
 - Once students and staff have evacuated the building and gathered at the designated assembly area, take attendance to ensure all individuals are accounted for.
 - Report any missing students to the Principal/Designee immediately.
 4. Clear the Area:
 - Ensure that everyone is at least 100 feet from the building or any potential danger zones (e.g., gas tanks, fire hazards).
 - Remain outside until the fire is under control or it is confirmed safe to re-enter the building by fire department or law enforcement.

For Staff Who Are Not in Classrooms:

1. Assist with Evacuation:
 - Staff members who are not directly supervising students should assist in the evacuation process, guiding students to safe exit points and helping with the movement of any students who may need assistance.
 - Once students are safely outside, staff should check for any hazards and ensure everyone is accounted for.

Step 3: Communicate the Appropriate Response Action

1. Internal Communication:
 - The Principal or Designee should immediately call 911 to report the fire and provide information about the situation, including the location and size of the fire.
 - Notify staff using the school's communication system (PA system, radios, or phones), providing instructions on evacuation procedures or other actions to take.
 - Keep staff informed of any changes to the situation as more information becomes available.
2. External Communication:
 - Notify parents/guardians of the emergency by sending out an all-call or email, informing them of the situation, and assuring them that students are safe and evacuated.
 - Provide updates to parents and the school community as more information becomes available, including when it is safe for students to return to the school or pick up their children.
 - Avoid posting specific details on social media or other public platforms until the situation is resolved and confirmed safe by authorities.
3. Coordinate with Emergency Responders:
 - The Principal or Designee will coordinate with fire department personnel and law enforcement to provide information and receive guidance on the next steps, including when it is safe to return to the building.

Step 4: Post-Evacuation Actions

1. Do Not Re-enter the Building:
 - Do not allow students, staff, or visitors to return to the building until fire officials or law enforcement have declared the area safe and cleared the building for re-entry.
 - Follow the instructions of emergency responders regarding when it is safe to return.
2. Provide Mental Health Support:
 - Following the evacuation, it is essential to provide emotional support to students and staff who may have experienced stress or anxiety during the event. Counseling services should be made available to those in need.
3. Release Students:
 - Once the situation is fully resolved and students are accounted for, students will be released to their parents or authorized guardians. Ensure that proper identification is verified before releasing students.

Step 5: Post-Incident Review and Reporting

1. Incident Reporting:

- The Principal or Designee should ensure that official reports are filed, documenting the fire incident, evacuation procedures, and any damage or injuries that occurred. This should include reporting to the school district, fire department, and any other relevant authorities.
 - Conduct a debriefing with all staff involved to evaluate the response to the fire and identify any areas for improvement in the evacuation process.
2. Review and Adjust the Emergency Plan:
- After the event, the school should review the effectiveness of the fire emergency response and make any necessary adjustments to the evacuation procedures, communication systems, or safety protocols.
 - Incorporate any lessons learned into future training and drills.
3. Follow-Up with the Community:
- Send out a follow-up communication to parents, staff, and the school community, providing details on the resolution of the incident, any necessary clean-up or repairs, and reaffirming the safety of the school.

Conclusion

The response to a fire on school grounds at Pacific View Charter on Moore Avenue focuses on the prompt and safe evacuation of all individuals, communication with emergency responders, and ensuring that the building is not re-entered until it is confirmed safe. By following this procedure, we prioritize the safety of students and staff while also providing clear guidelines for post-incident actions.

Flooding

In the event of flooding at Pacific View Charter on Moore Avenue, it is critical to act quickly and follow safety protocols to ensure the safety of all students, staff, and visitors. Below is the procedure to follow in the event of flooding on school grounds.

Step 1: Identify the Flooding Situation

- **Monitor Weather Alerts:** The Principal or Designee will monitor local weather warnings, forecasts, and flood advisories to assess the likelihood of flooding and determine the need for action.
- **Assess Flooding Conditions:** If flooding is observed on or near the school grounds (e.g., water rising in classrooms, hallways, or parking lots), immediately inform the Principal/Designee and activate emergency procedures.
- **Evaluate Threat:** If flooding is affecting the campus and posing a risk to the building, students, or staff, the Principal/Designee will make the decision to activate an evacuation or relocation plan.

Step 2: Immediate Response Action

For All Staff and Students:

1. Initiate Evacuation or Relocation:

- If the floodwater is rising quickly or posing an immediate threat to the building or surrounding area, initiate evacuation to higher ground or a safe area.
- If flooding is localized or contained to certain areas of the school, relocate students and staff to higher floors or rooms not affected by water.

2. Evacuation Procedures:

- Follow designated evacuation routes, avoiding areas with rising water or potential hazards.
- Evacuate to a safe, designated assembly area away from floodwaters, such as higher ground or nearby safe locations (e.g., parking lot or neighboring building).
- Ensure all students are accounted for and assist any students with mobility issues or special needs to evacuate safely.
- Do not use elevators if flooding affects lower levels of the school.

3. Close Doors and Windows:

- If possible, close windows and doors to prevent water from entering classrooms or other areas of the building, but do not endanger anyone in the process.
- Ensure that doors are securely closed to prevent water from rushing into classrooms or hallways.

For Staff Not in Classrooms:

1. Assist in Evacuation:

- Staff members who are not directly supervising students should assist with evacuation procedures, guiding students to safe exit points and helping with the movement of any students who may need assistance.
2. Ensure Safe Relocation:
- Direct students to safe areas that are above the flooding level. Avoid areas with visible flooding or where water is rising rapidly.
 - Ensure that staff are assisting each other and staying clear of dangerous areas, such as those with electrical hazards.

Step 3: Communicate the Appropriate Response Action

1. Notify Authorities:

- The Principal or Designee should immediately contact emergency services (911) if the flooding becomes severe, including flooding that may require rescue operations.
- Contact local emergency management or public safety authorities to report the flooding situation and receive guidance.

2. Internal Communication:

- The Principal or Designee will use the school's communication system (PA system, radios, phones) to notify all staff of the evacuation or relocation and provide clear instructions.
- If applicable, send an all-call or emergency notification to parents and guardians to inform them about the situation and any changes to school hours or pick-up procedures.
- Ensure that staff are updated regularly on the situation, including when it is safe to return to the building.

3. External Communication:

- Use available communication channels to inform parents/guardians about the ongoing situation. Share information about how to pick up students, any school closures, or other updates regarding the flood emergency.
- Follow district procedures to inform the broader school community, if necessary, about school closure or delays.
- Avoid posting specific details on social media until the situation is resolved and confirmed safe.

Step 4: Post-Flood Actions and Recovery

1. Return to Safe Areas:

- Do not return to classrooms or any affected areas until authorities (emergency responders, fire department, or law enforcement) declare the building safe for re-entry.
- If students and staff are relocated to higher ground, remain in the safe areas until evacuation orders are lifted or further instructions are provided.

2. Report Damage:

- Once the floodwaters have subsided, the Principal/Designee should inspect the school facility for any damage to infrastructure (e.g., classrooms, office areas, plumbing, electrical systems).
- Report any damages to the school district, local authorities, and insurance companies as necessary.

3. Provide Mental Health Support:

- Flooding events can cause anxiety and distress, so it is essential to provide emotional support to students and staff. Counseling services should be made available to those in need.
- Debrief staff and students on the event, discussing what happened, the safety precautions taken, and ensuring the community that the school is taking steps to recover.

4. Release Students:

- Once the situation is under control and authorities confirm it is safe to do so, students will be released to their parents/guardians.
- Verify identification before releasing students to ensure safety.

Step 5: Review and Adjust Emergency Plan

1. Incident Reporting:

- The Principal or Designee should ensure that official reports are filed, documenting the flooding incident, evacuation procedures, and any damages.
- Conduct a post-event evaluation with staff to identify what worked well and what can be improved in the emergency response plan.

2. Adjust Emergency Procedures:

- After the event, review the effectiveness of the flood emergency response and make any necessary adjustments to evacuation routes, communication protocols, or other safety measures.
- Update the school's emergency plan to reflect any lessons learned and ensure the safety of students and staff during future flooding incidents.

The response to flooding at Pacific View Charter on Moore Avenue focuses on evacuating staff and students to safe areas, communicating with emergency responders and families, and assessing any potential damage to the school. Following these procedures helps ensure the safety of everyone on campus while allowing for a swift recovery after the event.

Loss or Failure Of Utilities

In the event of a loss or failure of utilities (e.g., power, water, heating, or communication systems) at Pacific View Charter on Moore Avenue, it is crucial to take swift action to maintain the safety and comfort of all students and staff. Below is the procedure to follow when faced with a utilities failure.

Step 1: Identify the Utility Loss or Failure

1. Monitor Utility Systems:

- Staff will remain vigilant and report any irregularities or failures immediately. Common utility failures could include:
- Power outage (lights, HVAC, or electronic devices not functioning).
- Water supply issues (lack of running water or water pressure).
- Heating/cooling problems (especially in extreme weather conditions).
- Communication failures (phones, radios, or internet).

2. Assess the Situation:

- If a utility failure is reported, staff will assess whether the issue is localized (affecting only one area) or widespread (affecting the entire campus).
- The Principal or Designee will verify the situation by conducting a quick walkthrough of the building, checking relevant systems (e.g., breaker box, water taps, HVAC units, or communication devices).

Step 2: Immediate Response Actions

Power Failure

1. Activate Emergency Lighting:

- Use emergency lighting in hallways, classrooms, and other essential areas. Ensure that all emergency exit signs are illuminated.
- If emergency lighting is not available or insufficient, direct staff and students to the nearest safe exit.

2. Secure Electronic Devices:

- Unplug electronic devices (computers, projectors, etc.) to prevent damage from power surges when the power is restored.

3. Inform Students and Staff:

- The Principal/Designee will notify all staff using radios, cell phones, or the school's intercom (if still functional) about the power failure.
- Students should remain in the classroom until further instructions are given. If the power failure disrupts the school day, the Principal may initiate a dismissal procedure or relocation to a designated safe area.

4. Call the Utility Provider:

- The Principal/Designee should contact the utility provider (e.g., PG&E for electricity) to report the outage and receive an estimated restoration time.

5. Continue Operations:

- If the power failure is brief, school activities will continue as normal, relying on backup systems. Staff should consider modifying lessons or activities to adapt to the lack of power (e.g., paper-based activities, group discussions).

Water Failure

1. Ensure Student Health and Hygiene:

- Stop all water-related activities (e.g., drinking fountains, sinks) immediately. Ensure that students are aware of the water failure.
- Monitor students' needs to ensure there are no urgent health issues caused by the lack of water (e.g., dehydration).

2. Activate Bottled Water Supply:

- If available, distribute bottled water to students and staff as needed.

3. Notify Maintenance or Facilities:

- The Principal/Designee will contact the facilities team to assess the situation and coordinate repairs or temporary solutions (e.g., portable restrooms or water trucks).
4. Inform Students and Staff:
- The Principal will notify staff about the lack of water, instructing them on alternative procedures (e.g., using bottled water for drinking and handwashing).

Heating/Cooling Failure

1. Evacuate to Safe Area:

- If the heating or cooling system fails in extreme weather conditions (e.g., excessive heat or cold), students and staff will relocate to areas with adequate heating or cooling. The Principal/Designee will decide on the safest location.
- In the case of high heat or freezing temperatures, evacuating to areas with proper HVAC systems or providing fans/heaters may be necessary.

2. Ensure Student Comfort:

- Provide students and staff with water, shade, or warm clothing as appropriate. If temperatures are extreme, adjust the school day schedule or consider early dismissal.

3. Notify Facilities Team:

- The Principal/Designee will contact the facilities team to address and repair the heating/cooling issue.

Communication System Failure

1. Utilize Alternate Communication Methods:

- If phones, radios, or other communication systems fail, the Principal/Designee will use available resources (cell phones, two-way radios, or in-person communication) to convey important information.
- Ensure the PA system is operational or make alternate arrangements for announcements.

2. Alert Local Authorities:

- If the communication failure affects the ability to notify local authorities or emergency responders, the Principal/Designee will notify them via cell phone or direct communication.

Step 3: Communicate the Appropriate Response Action

1. Inform Students and Staff:

- The Principal/Designee will provide regular updates to students and staff about the ongoing situation, including:
 - Expected duration of the utility failure.
 - Adjustments to the school schedule, if necessary.
 - Instructions on student safety and comfort during the failure.

2. Notify Parents/Guardians:

- The Principal/Designee will send notifications to parents/guardians using the emergency contact system if the utility failure causes significant disruptions (e.g., prolonged power or water failure).
- Communicate any delays, early dismissals, or alternate plans for student pick-up as necessary.

3. Maintain Contact with Utility Providers:

- The Principal will ensure that communication with the utility provider is ongoing to receive updates about restoration times.

Step 4: Post-Incident Actions and Recovery

1. Assess Damages and Impact:

- Once utilities are restored, the Principal/Designee will assess any damages caused by the failure (e.g., broken pipes, electrical issues) and determine if repairs are needed.
- If any equipment or supplies were damaged (e.g., electronics during power surges), the Principal/Designee will initiate a report for replacement or repairs.

2. Evaluate the Situation:

- Review the effectiveness of the response to the utility failure, including how communication was managed and whether any students or staff were impacted by the disruption.
- Debrief with staff to determine any improvements or adjustments to the procedure for future utility failures.

3. Restore Normal Operations:

- Once all utilities are restored, the Principal/Designee will return to normal school operations.
- If necessary, school hours may be adjusted or made up on a later date, and parents/guardians will be informed.

Conclusion

The procedure for handling the loss or failure of utilities at Pacific View Charter on Moore Avenue focuses on maintaining safety and communication while addressing the immediate needs of students and staff. This procedure ensures that the school responds promptly and effectively to utility disruptions, minimizing the impact on the school day and ensuring a swift return to normal operations.

Motor Vehicle Crash

In the event of a motor vehicle crash involving school property, students, staff, or visitors near or on the campus of Pacific View Charter on Moore Avenue, the following procedure will be followed to ensure the safety and well-being of all individuals involved.

Step 1: Identify the Situation and Assess the Scene

1. Assess the Severity of the Crash:

- If the crash occurs on or near campus, assess whether the incident involves school property, students, staff, or visitors.
- Determine if there are any injuries and the extent of damage to the vehicle(s) or campus property.
- If the crash occurs in a location near or on campus, ensure the area is secured to prevent further accidents or injuries.

2. Check for Hazards:

- Look for leaking fuel, damaged electrical wiring, or any other potential hazards that could make the scene more dangerous.
- Stay at a safe distance if there is a potential for fire or explosion due to fuel spills or other dangerous conditions.

Step 2: Immediate Response Actions

1. Call 911:

- Immediately call 911 if there are any injuries, if the crash poses a danger to individuals or property, or if emergency responders are needed.
- Provide details to the dispatcher about:
 - The location of the crash (be specific).
 - Number of vehicles involved.
 - Number of people involved and if there are injuries.
 - Any hazards (fire, fuel leaks, downed power lines).

2. Activate Emergency Response Plan:

- Initiate the school's emergency response plan. Depending on the location and severity of the crash, this may include:
 - Soft Lockdown: If the crash occurs close to or on campus and creates concern for student safety, initiate a soft lockdown (staff will lock doors, ensure students stay inside, and do not allow them to leave).
 - Alert Staff: Communicate with staff using the intercom, radios, or cell phones about the crash and any required actions.

3. Render First Aid:

- Trained staff members (First Aid/CPR certified) will render first aid to anyone who is injured at the scene, if it is safe to do so, until emergency medical personnel arrive.
- Provide comfort to students, staff, or other individuals involved in the crash, reassuring them that help is on the way.

4. Ensure Student Safety:

- Keep students inside and away from the crash site unless they are directly involved in or have witnessed the crash. In that case, provide immediate reassurance, comfort, and care.
- If students are involved, follow the school's procedures for notifying parents/guardians and arranging for medical attention, if necessary.

Step 3: Communication and Coordination

1. Notify School Administration:

- The Principal/Designee should be notified immediately about the crash, its severity, and any injuries.
- The Principal will assume command of the situation, coordinate response actions, and decide on further steps, including if a soft lockdown or evacuation is necessary.

2. Contact Parents/Guardians:

- If students are involved in the crash, notify parents/guardians immediately to inform them of the situation, and any injuries or medical attention required. Use the emergency contact system for rapid communication.

3. Coordinate with Local Authorities:

- Continue to coordinate with local law enforcement, fire departments, and emergency medical services (EMS) personnel who arrive on the scene. Provide them with any relevant information regarding the number of injured individuals and the school's response.

4. Manage Traffic and Campus Access:

- If the crash occurs near or on school grounds, the Principal or designee will direct staff to manage traffic and direct emergency responders to the appropriate locations.
- Ensure that the area is cleared of non-essential personnel to allow first responders access to the scene.

Step 4: Post-Incident Actions

1. Injury or Property Damage Reporting:

- Document any injuries to students, staff, or visitors involved in the crash, as well as any damage to school property.
- The Principal will complete an incident report for the school's records and notify the District office of the crash.

2. Follow-Up with Parents/Guardians:

- Follow-up with parents/guardians of students involved in the crash to ensure they are informed about medical care or follow-up procedures.
- Coordinate any necessary follow-up meetings to address the incident with parents, staff, and students.

3. Evaluate the Event and Response:

- Review the response to the incident with all staff involved to evaluate the effectiveness of the procedures.
- Adjust protocols if necessary to improve response times, communication, and safety measures for future incidents.

4. Support for Affected Individuals:

- Offer counseling or other support services to students and staff who may have been emotionally impacted by the crash.
- Ensure that affected individuals receive the necessary support to recover from the incident.

5. Debrief and Update Emergency Plans:

- The Principal will meet with school leadership to debrief the event and discuss any changes or updates to the emergency response plan.
- If there are lessons learned, update the emergency response protocols to ensure that any gaps in the response are addressed.

Step 5: Recovery and Return to Normal Operations

1. Reassure the School Community:

- Once the situation is under control and the crash site is cleared, the Principal will send a communication to parents, staff, and students reassuring them that the situation has been resolved and the school is safe.
- Return to normal school operations, or if necessary, adjust the school day to ensure the safety of all students and staff.

2. Prepare for Future Crashes:

- Continue training for staff on emergency response procedures, including vehicle crashes, to ensure preparedness in case of future incidents.
- Review the current evacuation routes and protocols to ensure they are effective in a motor vehicle crash situation, particularly if the crash occurs near or on school property.

Conclusion

In the event of a motor vehicle crash at Pacific View Charter on Moore Avenue, prompt action is critical to ensure the safety of students, staff, and visitors. Following this procedure will help ensure that the school responds quickly, communicates effectively, and provides necessary support to those involved while minimizing the disruption to the school day.

Psychological Trauma

In the event that an incident occurs which results in psychological trauma to students, staff, or visitors at Pacific View Charter on Moore Avenue, the following procedure will be followed to provide immediate support, stabilize the environment, and ensure long-term recovery.

Step 1: Identify the Situation and Assess the Impact

1. Recognize the Event:

- Psychological trauma may result from a variety of incidents, including but not limited to:

- Death or injury of a student or staff member
- School violence (bullying, assault, etc.)
- Natural disasters (earthquake, flood, etc.)
- Violent crimes (armed assault, etc.)
- Other traumatic events affecting the community or the school

2. Identify Impacted Individuals:

- Assess which individuals have been directly or indirectly affected by the traumatic event. This could include:
- Students who witnessed the event or are directly involved
- Staff members who may have been impacted, either through direct involvement or emotional distress
- Visitors who may have been present during the incident
- Pay close attention to anyone displaying signs of distress, such as crying, withdrawn behavior, hyperactivity, or aggression.

Step 2: Immediate Response Actions

1. Ensure Physical Safety:

- Ensure that all individuals are physically safe and removed from the immediate area if necessary.
- If the trauma involves injury, follow the First Aid procedures and seek medical attention for the injured individuals.

2. Calm the Environment:

- Activate a calm and secure environment within the classroom or affected area.
- Move students or staff to a safe space where they can receive emotional support.
- Reassure affected individuals by providing clear, calm, and supportive communication.
- Avoid overwhelming those impacted with excessive information or details about the event at this stage.

3. Communicate with Staff:

- Notify the Principal/Designee immediately of the incident and the psychological impact on students, staff, or visitors.
- Activate the school's emergency communication procedures to inform staff about the event and provide instructions on how to manage students and maintain a calm environment.

4. Initiate Psychological First Aid:

- Offer psychological first aid for individuals impacted by the trauma. This includes:
- Providing comfort through reassurance and validation of emotions
- Listening empathetically to students or staff who wish to talk
- Helping individuals understand that their emotional reactions are normal responses to abnormal situations
- Directing individuals to more specialized counseling services if necessary

Step 3: Communication and Coordination

1. Notify Parents/Guardians:

- Notify parents/guardians of students involved or impacted by the trauma as soon as possible, providing information about what occurred and any steps being taken to support their child's well-being.
- Reassure parents that their child's safety and mental health are priorities and that resources are available for additional support.

2. Contact Mental Health Professionals:

- Contact on-site counselors or school psychologists to provide immediate support to students and staff.
- If necessary, reach out to community-based mental health resources for external counseling support (e.g., local trauma specialists, grief counselors, etc.).
- Coordinate with local mental health organizations or agencies to provide emotional support services as needed.

3. Coordinate with Law Enforcement and Emergency Personnel:

- If the trauma was the result of a crime or safety issue, ensure that the appropriate law enforcement agencies are notified and involved.
- Work with local authorities to ensure that the school maintains security and is providing the necessary support to all affected individuals.

Step 4: Long-Term Support and Recovery

1. Provide Ongoing Support:

- Establish a plan for ongoing psychological support for students and staff affected by the trauma.
- Arrange for regular check-ins with students, staff, and families to monitor their emotional well-being.

- Offer group therapy or individual counseling sessions for students who need continued emotional support.
 - Ensure that resources such as a mental health hotline, online counseling services, or local trauma counselors are available for individuals who may need them.
2. Allow Time for Healing:
- Recognize that recovery from psychological trauma can take time. Some students and staff may experience delayed emotional responses, such as anxiety, fear, or depression.
 - Create a safe space for open discussions in classrooms or group settings. Offer additional emotional support through scheduled counseling or therapy sessions.
 - Adjust academic expectations temporarily to reduce pressure on affected individuals. Consider offering academic accommodations or modified workloads if necessary.
3. Provide Reassurance and Stability:
- Maintain a structured, predictable environment for students, which can help restore a sense of normalcy and security after the trauma.
 - Continue to provide emotional reassurance and stability in the weeks and months following the event.
 - Encourage students to express their feelings through activities such as writing, art, or group discussions.
4. Follow-Up with Families:
- Conduct follow-up meetings with families of affected students to assess how their child is coping and offer additional resources as needed.
 - Encourage families to access mental health support outside the school if necessary.
 - Keep parents informed about school support services and available counseling options.

Step 5: Evaluate the Incident and Make Necessary Adjustments

1. Debrief the Event:
- After a period of recovery, gather staff for a debriefing meeting to discuss the response to the traumatic event and evaluate the effectiveness of the school's procedures.
 - Review how well the emergency response plan was executed and determine if there are any improvements needed to better support students and staff in the future.
2. Update Procedures:
- Based on the debriefing, update the school's procedures for handling psychological trauma, ensuring that any gaps in support or communication are addressed.
 - Provide additional professional development for staff on recognizing and responding to psychological trauma.
3. Reinforce Emotional Well-being in the School Culture:
- Incorporate social-emotional learning (SEL) practices into the school's regular curriculum to promote emotional resilience among students.
 - Foster a school culture of empathy, support, and open communication to help students and staff cope with future challenges.
 - Promote mental health awareness through school assemblies or campaigns to reduce stigma and increase awareness of available mental health resources.

Conclusion

The emotional well-being of students and staff at Pacific View Charter on Moore Avenue is of utmost importance. In the event of psychological trauma, it is crucial to provide immediate support, maintain communication, and facilitate recovery efforts. By following these procedures, the school ensures that affected individuals receive the care, attention, and resources they need to heal and regain a sense of normalcy in a safe and supportive environment.

Suspected Contamination of Food or Water

In the event of a suspected contamination of food or water at Pacific View Charter on Moore Avenue, the following procedure will be implemented to ensure the safety of students, staff, and visitors.

Step 1: Identify and Report the Suspected Contamination

1. Recognize the Signs of Contamination
- Reports of unusual taste, odor, color, or texture in food or water.

- Multiple individuals experiencing symptoms of illness such as nausea, vomiting, diarrhea, stomach cramps, dizziness, or fever.
- Presence of foreign substances or particles in food or water.
- Suspicious activity or known contamination threat to the school's food or water supply.

2. Immediate Reporting

- Any staff member or student who suspects food or water contamination must immediately notify the Principal/Director or designee.
- If contamination is suspected in a school meal, the food services manager should be informed immediately.
- If contamination is suspected in the water supply, the maintenance team should be notified.

Step 2: Immediate Response Actions

1. Isolate the Suspected Contaminated Source

- Cease distribution of all potentially contaminated food or water.
- Remove and secure any remaining suspected food or drink from further consumption.
- If contamination is suspected in the water supply, shut off access to drinking fountains and sinks. Provide bottled water as an alternative.

2. Assess and Monitor Health Symptoms

- Observe students and staff for signs of illness and keep track of affected individuals.
- If multiple individuals report symptoms, call 911 for medical assistance and notify local health authorities.
- Administer first aid as needed while waiting for emergency medical responders.

3. Notify Relevant Authorities

- Contact the local health department to report suspected food or water contamination.
- If foodborne illness is suspected, contact the Eureka Environmental Health Division for further guidance.
- If water contamination is suspected, contact the local water utility provider and California Water Resources Control Board.

4. Communicate with Staff, Students, and Parents

- Inform staff and students to avoid consuming any food or water until it has been declared safe.
- Notify parents/guardians if students have been affected or if there is a risk of illness. Provide information on symptoms and any necessary medical actions.
- Only the designated school spokesperson will communicate with the media, if necessary.

Step 3: Investigation and Remediation

1. Conduct an Internal Investigation

- Work with food services personnel, maintenance staff, and health officials to determine the cause of the contamination.
- Check expiration dates, storage conditions, and handling procedures of food.
- Inspect water sources and supply lines if water contamination is suspected.

2. Test and Analyze the Source

- Health and environmental officials may collect samples for testing.
- The school will cooperate fully with food and water safety inspectors.

3. Remediation and Cleaning

- If food contamination is confirmed, dispose of all affected food and sanitize the kitchen and cafeteria areas.
- If water contamination is confirmed, flush or treat the water system as per health department guidance.
- Conduct thorough sanitation of all equipment, storage areas, and food/water dispensers.

Step 4: Recovery and Prevention Measures

1. Restore Safe Food and Water Supply

- Resume food service or water access only after approval from health authorities.
- Provide safe alternative food and water sources until the issue is resolved.

2. Medical Follow-up

- Continue monitoring students and staff for symptoms for the next 24-48 hours.
- Provide medical referrals if needed and document all reported cases.

3. Implement Preventative Measures

- Review and reinforce safe food handling and storage procedures with food service staff.
- Ensure regular maintenance and testing of the school's water supply.

- Educate students and staff on recognizing signs of contamination and reporting concerns.
4. Review and Update Emergency Procedures
- Conduct a post-incident review to determine areas for improvement.
 - Update food safety and water management policies based on findings.
 - Provide additional training to food services, maintenance, and staff to prevent future incidents.

Conclusion

By following this procedure, Pacific View Charter on Moore Avenue ensures a swift and effective response to suspected food or water contamination, prioritizing the health and safety of students and staff while minimizing disruption to school operations. Contact the Health Department: 707-445-6200

Tactical Responses to Criminal Incidents

In the event of a criminal incident occurring on or near campus, Pacific View Charter will implement the following tactical response procedures to ensure the safety of students, staff, and visitors while coordinating with law enforcement.

Step 1: Identification and Immediate Reporting

1. Recognize Signs of a Criminal Incident

- Presence of unauthorized individuals acting suspiciously.
- Reports of weapons, threats, or violent behavior.
- Physical altercations, theft, vandalism, or drug-related activity.
- Sounds of gunfire, explosions, or other disturbances.

2. Immediate Notification

- Any staff member or student who witnesses or suspects criminal activity must report it immediately to the Principal/Director or designee.
- If the situation presents an imminent threat, call 911 immediately.
- Provide law enforcement with:
 - Nature of the incident (e.g., active threat, vandalism, fight, theft).
 - Description of suspect(s) (clothing, physical features, weapons).
 - Last known location and direction of movement.

Step 2: Tactical Response Actions

A. Non-Threatening Criminal Activity (Vandalism, Theft, Minor Disturbances)

- Staff will contain the situation and keep students away from the affected area.
- If the individual is a student, they will be escorted to the office for further intervention.
- If the individual is a non-student, law enforcement will be contacted for removal.
- The Principal/Director or designee will document the incident and determine further action.

B. Potentially Dangerous Situations (Intruder, Threats, Drug-Related Activity, Physical Fights)

- Initiate a “Soft Lockdown” if there is a potential but not immediate threat.
- Staff will secure all exterior doors and prevent movement between classrooms.
- Law enforcement will be notified and provided with details of the situation.
- The Principal/Director will coordinate with law enforcement for containment and resolution.

C. Immediate Danger (Active Shooter, Armed Intruder, Hostage Situation, Major Assault)

- Initiate a “Hard Lockdown” with the all-call: “Teachers keep students in class.”
- Staff will follow the Active Shooter Protocol if necessary.
- Communication with law enforcement will be maintained for real-time updates.
- Evacuation will be initiated only if it is the safest option.

Step 3: Communication and Coordination

1. Internal Communication

- Staff will use phones, radios, or email to report real-time updates.
 - Affected students will be accounted for and relocated if necessary.
2. External Communication
- Law enforcement will take charge upon arrival, and all staff will comply with directives.
 - The designated school spokesperson will handle all media inquiries.
3. Parent/Guardian Notification
- Parents will be notified of the situation once it is under control.
 - Instructions regarding student pick-up or reunification will be communicated via school messaging systems.

Step 4: Post-Incident Recovery and Investigation

1. Law Enforcement and Administrative Review
- Law enforcement will conduct an investigation into the criminal incident.
 - The school administration will review the event to determine policy improvements.
2. Student and Staff Support
- Counseling services will be offered to those affected.
 - Safety protocols will be re-evaluated and reinforced with staff and students.
3. Documentation and Policy Updates
- A detailed incident report will be filed.
 - Emergency response plans will be updated if necessary based on lessons learned.

Conclusion

By following this tactical response plan, Pacific View Charter ensures a swift, coordinated, and effective response to criminal incidents while prioritizing safety, minimizing harm, and maintaining clear communication with law enforcement and the school community.

Unlawful Demonstration or Walkout

Pacific View Charter supports students' rights to express their views in a lawful and safe manner. However, unauthorized demonstrations, protests, or walkouts that disrupt school operations pose a safety risk. The following procedure outlines the appropriate response to an unlawful demonstration or walkout.

Step 1: Identify and Assess the Situation

1. Monitor the Situation
- Staff should remain vigilant for signs of potential demonstrations, such as student discussions, social media activity, or the presence of outside agitators.
 - If a demonstration or walkout is anticipated, the Principal/Director will develop a response plan in coordination with staff and law enforcement if needed.
2. Determine the Nature of the Demonstration
- Peaceful and Lawful: Students remain on school grounds, and activities do not disrupt school operations.
 - Unlawful or Disruptive: Activities block access, cause safety hazards, include threats or vandalism, or involve unauthorized individuals.

Step 2: Response to a Demonstration on Campus

1. If the Demonstration is Peaceful and Non-Disruptive:
- Allow students to express their views as long as they do not disrupt school operations.
 - Assign staff to observe and ensure safety without engaging in the demonstration.
 - Encourage students to return to class after a reasonable time.
2. If the Demonstration is Unlawful or Disruptive:
- The Principal/Director or designee will warn students that their actions violate school policy and may lead to consequences.
 - If students refuse to comply, parents/guardians will be notified.
 - Staff should document participants and behaviors for follow-up disciplinary actions.
 - If necessary, contact local law enforcement to assist in maintaining safety and order.

Step 3: Response to a Walkout

1. Preventative Measures:

- If a walkout is anticipated, staff will be stationed at exit points to dissuade students from leaving campus.
- The Principal/Director will communicate with students about alternative ways to voice their concerns.

2. If Students Leave Campus:

- Staff should not physically restrain students from leaving.
- Immediately document the names of students who leave and notify parents/guardians.
- Any students who return will be escorted to the office for discussion and possible disciplinary action.

3. If Outside Individuals Join the Walkout:

- Unauthorized individuals will be asked to leave school property immediately.
- Law enforcement will be contacted if they refuse to leave or become disruptive.

Step 4: Communication and Follow-Up

1. Internal Communication:

- Teachers should keep students inside classrooms to prevent escalation.
- Staff will report all details of the event to the Principal/Director.

2. Parent/Guardian Notification:

- A schoolwide message will be sent to inform families of the incident.
- Individual calls will be made to parents of students involved.

3. Post-Incident Review:

- The administration will evaluate the effectiveness of the response.
- Consequences (if necessary) will be issued per school policy.
- Additional preventative measures (e.g., student forums, discussions) may be implemented to address student concerns proactively.

Conclusion

This procedure ensures a measured, safe, and effective response to demonstrations and walkouts, balancing students' rights with school safety and minimizing disruption to learning.

Emergency Evacuation Map