

Comprehensive School Safety Plan

2024-2025 School Year

School: PVCS 2.0 - Henderson Street Resource Center
CDS Code: 12 75515 1230150
District: Pacific View Charter School 2.0
Address: 115 Henderson Street
Eureka, CA 95501
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- with Law Enforcement 08/20/2020 - Deputy B. Stephens
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Approved by:

Name	Title	Signature	Date
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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 115 Henderson Avenue, Eureka, CA 95501.

Safety Plan Vision

Safety First. Treat everyone with dignity and respect.

Components of the Comprehensive School Safety Plan (EC 32281)

PVCS 2.0 - Henderson Street Resource Center Safety Committee

James Malloy, Director Bobby Mullins, Principal Anita Matlock, Administrative Secretary Whitney Robinson, 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)

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

Reporting

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child care custodians and immediately report all cases of known and suspected child abuse and neglect to Child Protective Services and to the school principal.

When a case of child abuse or neglect becomes apparent or is suspected, the employee having knowledge of the abuse or neglect will immediately report the abuse to Child Protective Services and/or the local law enforcement agency. The employee will submit a written report within 36 hours. The employee and the school administrator will develop a plan to assure ongoing monitoring of the student. School staff members will work closely with police and/or Child Protective Services to follow up as needed.

Cases of reported child abuse will be kept in close confidence. Copies of written reports are maintained in the administration office.

Staff Training

All PVCS certificated and classified staff members are trained on child abuse reporting requirements and procedures at a yearly professional development in-service during staff duty time before school starts each year and as employees are hired during the school year. They are required to complete the online Child Abuse Mandated Reporter Training and pass the knowledge assessment. Our annual back-to-school in-service includes an assessment of all employees' understanding of mandated reporting requirements.

New employees are required to complete the online Child Abuse Mandated Reporter Training and pass the knowledge assessment. Newly-certificated staff members receive in-depth training as part of their Beginning Teacher Support and Assessment (BTSA) programs. As part of the district's New Hire Checklist, all employees are required to sign off that they understand their responsibilities as a mandated child abuse reporter.

Summary of Child Abuse Reporting Requirements

Child Abuse and Neglect: Penal Codes 11165-11174.3

Who Must Report?

Penal Code 11165.7 specifies 35 job categories as mandated child abuse reporters, including:

- Teacher
- Instructional Aide
- Teacher's aide or teacher's assistant
- A classified employee of any public school
- An employee of a child care institution

The responsibility for making an official report rests on the individual employee. Reporting suspected abuse or neglect to a supervisor does not fulfill it.

What Gets Reported?

Suspected child abuse or neglect, which includes physical, sexual, and emotional abuse.

To Who Is the Report Sent?

County welfare agency, probation, or a police or sheriff's department

What Is the Timeframe for Reporting?

1. Report by telephone immediately, or as soon as possible
2. Submit a written report within 36 hours

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

Disaster Plan (See Appendix C-F)

Please refer to the Disaster Guide, which is maintained as a separate document in the school office and each classroom First Aid pack.

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

SUSPENSION POLICY

The three major offenses leading to suspension are:

- Fighting
- Harassing
- Disrupting classroom learning (Stricken as a suspendable offense)
- Possession of a weapon or other dangerous object

**See Student-Family Handbook, "Behavior Expectations," pages 1-3 and 6-7.

Also, a student may be suspended for committing any of the acts enumerated in California Education Code 48900, displayed below, if the act is related to a school activity, is committed anytime while on school grounds, going to or coming from school, during the lunch period, during or while going to or coming from a school-sponsored activity.

Education Code 48900, grounds for suspension:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance including an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered or arranged or negotiated to sell any controlled substance including an alcoholic beverage or an intoxicant of any kind; and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property. "School property" includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property. "School property" includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco, or any products containing tobacco or nicotine products; including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) (Stricken as a suspendable offense) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Stricken as a suspendable offense)
- l) Knowingly received stolen school property or private property. "School property" includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289; or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness; or retaliating against that student for being a witness, or both.
- p) Unlawfully offered, arranged to sell, or sold prescription drugs.
- q) Engaged in, or attempted to engage in, hazing, as defined in Education Code sections 32050 and 48900(s).
- r) Aids or abets, as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person.
- s) Committed sexual harassment as defined in Education Code 212.5. This conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance; or to create an intimidating, hostile, or offensive educational environment. This sub-section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2)
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This sub-section applies to students enrolled in any of grades 4 to 12, inclusive.
- u) Intentionally engaged in harassment, threats, or intimidation directed against school district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or students by creating an intimidating or hostile education environment. This sub-section applies to students enrolled in any of grades 4 to 12, inclusive. (Education Code 48900.4)
- v) Made terrorist threats, as defined, against school officials or school property, or both. (Education Code 48900.7)
- w) Engaged in an act of bullying, including but not limited to, bullying by means of an electronic act, directed toward a student or school personnel (Education Code 48900(r)).

The rate of suspensions is relatively low at PVCS.

EXPULSION POLICY

PVCS is a school of choice; therefore, we do not expel students if the administration finds our school is not an appropriate placement

for them. When a student has earned 5 suspensions, the administration decides whether the student should be given the option of changing programs, Independent Study, for example, or if that option is not appropriate, they could be referred back to their District of Residence for them to find them a placement more suited to them.

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

California Ed Code requires that teachers be notified when one of their students has engaged in behavior that has resulted in suspension or expulsion. In the event of a suspension, the Notice of Suspension is copied to the teacher and to the student's cumulative file. Each year, teachers review the cumulative file of their incoming students, thus assuring that they will be aware of suspensions within the last three years. Additionally, the Principal reviews all incoming cumulative files. Teachers are alerted if any incoming student has a past record of suspension or expulsion.

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

Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited. The district updates annually and distributes to all employees and parents the policies prohibiting student-to-student sexual harassment and distributes to all employees policies prohibiting employee-to-employee sexual harassment. The Director and Principal attend the Sexual Harassment Prevention Workshop, satisfying the legal mandate to receive sexual harassment prevention training for two hours every two years.

Prohibited sexual harassment by adults includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical contact of a sexual nature made against another person of the same or opposite sex in the work or educational setting. Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

The Education Code definition of sexual harassment by children is quoted on page 7 of this document, item S.

Staff members are instructed about the definition of sexual harassment and reporting procedures. Employees are trained by administration on a yearly basis about sexual harassment policy. Students are directed to immediately report incidents of harassment, sexual or otherwise, to an adult (parent, teacher, instructional assistant, or administrator). All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Conflict resolution and discussions among the parties involved, when appropriate.
2. Student counseling and education, when appropriate.
3. A report to the police or Child Protective Services as appropriate or required by law.
4. Student disciplinary actions that may include the range of consequences in the discipline plan, including suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.
5. Employee disciplinary action as described in policy, State law, and Ed. Code.

District policy and State law related to sexual harassment of students or employees requires the following:

1. Posting the district's sexual harassment policy in a prominent location at the school.
2. Notifying the staff, students, and parents of the sexual harassment policy each school year or at the time of enrollment.
3. Including notification of the sexual harassment policy as part of any orientation materials or programs for new students or employees as they enroll or are hired.
4. Including the sexual harassment policy in school and district publications.
5. Taking appropriate PVCS Administrative actions to reinforce the district policy by providing staff in-service and student instruction and/or counseling.
6. Directing that teacher-led discussion be conducted on this policy with students in age-appropriate ways, and assuring students in that discussion that they need not endure any form of sexual harassment.

Students and/or parents and employees can use the Uniform Complaint Procedure to file a formal complaint of sexual harassment, or they can use the form specific to sexual harassment complaints.

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

Appropriate dress and grooming contribute to a productive learning environment. Students are expected to pay proper attention to personal cleanliness and wear clothes suitable for the school activities in which they participate.

Students and their parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. Students who violate these standards shall be subject to appropriate disciplinary action.

Clothing shall be neat, clean, and properly fitting. Clothing shall not be distracting nor impair freedom of movement. Meeting these requirements is essential to group acceptance and everyone's self-esteem. Primary students should wear clothing that is warm and suitable for physical activity. In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must always be worn inside and outside of the classroom.
 - a. Shoes must be closed-toed and have a heel strap (sandals, crocks, slip-ons, etc.)
 - b. House and lounge slippers are not allowed to be worn.
2. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other logo which are crude, vulgar, profane, or sexually suggestive, which bears drug, alcohol or tobacco company advertising, promotions, and likeness, or which advocate racial, ethnic, religious prejudice or gang affiliation or colors.
3. Clothes shall always conceal undergarments. See-through or fishnet fabrics, halter tops, tank tops, off-the-shoulder or low-cut tops, bare midriffs, and skirts or shorts shorter than mid-thigh are prohibited.
4. Hats, including ball caps, may be worn indoors if they do not pose a distraction. Hats must be worn appropriately, and ball caps must be worn with the bill facing forward.
5. Costumes (including tails, ears, paws, and other body parts) and pajamas should not be worn unless a school-directed special occasion calls for it.

Coaches and teachers may impose more stringent dress requirements to accommodate certain sports or classes' unique needs. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond their control. (Education Code 49066)

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

MAINTAINING A SAFE AND ORDERLY ENVIRONMENT

PVCS places a high priority on student safety-SAFETY FIRST is our motto. We continually assess our campus for potential risks, and mitigate the exposure as soon as possible. We hold all fire and earthquake drills as required, and assess the effectiveness of each drill. A designated staff member checks Megan's List at least monthly to keep apprised of registered sex offenders in proximity of the school.

Regular inspections are done by the local Fire Department according to the Health and Safety Laws.

School Safety Committee

As small school sites, all employees have input and roles in the school safety plan. Staff meets regularly to address school safety and emergency preparedness.

The major goals of the School Safety Committee are to:

1. Reorient staff to their roles in the Incident Command System
2. Revise the plan for reuniting parents and students after an emergency, using the parking area
3. Share our updated plan with the local law enforcement and fire department.

Visitors and Volunteers

We monitor visitors on campus and require that they sign in at the office each and every time they are on campus. We make every effort to know our parents and extended family members. Due to the school's small size, monitoring of adults on campus is truly possible. All volunteers are required to complete the CLASSROOM VOLUNTEER CONFIDENTIALITY AGREEMENT FORM. Fingerprint clearance is required of all volunteer drivers and those who may be supervision students out of the presence of school personnel.

Transportation for Field Trips

Students will be transported either in a school bus, contracted from Humboldt County Office of Education or Eureka City School, or in private vehicles for field trips. Parents/guardians must submit signed permission slips for each field trip.

Parents wishing to volunteer to drive on field trips must first register with the office. Board Policy requires that the driver's California Driver's License and verification of insurance be on record. Vehicles are inspected for safety before each use, and drivers receive safety and emergency instructions.

ELOPEMENT PROCEDURES for Henderson Street Resource Center:

Off the School Grounds and/or Exiting the "B" Street Classroom Doors

1. Send/Call for assistance.
 - *Send a student to the office to inform
 - *Alert a colleague
 - EVEN if you abandon your class to give pursuit.
2. Follow the child (to ensure safety) even if you do not have communication with the school.
 - *Seek assistance (in notifying the authorities) from a good Samaritan and/or passerby.
3. Attempt to calm the child and bring him/her back to the school site.
4. Office will contact the authorities and the parent/guardian.

From the Classroom and ON the School Grounds

1. Contact the office immediately
 - *A soft-lock down will be initiated, if necessary.
2. Office will coordinate the search.
3. If necessary, office will contact parent/guardian.
4. Office will implement "off the grounds" procedures should the student exit the school grounds.
5. Attempts to reintegrate student back into the classroom will be made when possible.

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

Component:

Utilize Restorative Practices to reduce the number of disciplinary incidents.

Element:

Apply the PVCS Disciplinary Response and Restoration Practices Venn Diagram techniques.

Opportunity for Improvement:

To reduce Tier 1 behaviors; 1) physical contact with others by 75% and 2) all other non-physical contact by 50%.

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

Component:

COVID-19 School Site-Specific Protection Plan - (SSPP)

Element:

Reopening Guidance Requirements

Opportunity for Improvement:

Establishment of policies and procedures to decrease transmission of COVID-19.

Objectives	Action Steps	Resources	Lead Person	Evaluation
See SSPP Attachment	Implementation of 30 Specific Measures	On-Site, State and County Provided PPE	Bobby Mullins	Continuous

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

PVCS 2.0 - Henderson Street Resource Center Student Conduct Code

All students are held to high standards of behavior, and these expectations are made clear. School rules are distributed at the beginning of the year and reviewed in each classroom. Fair, consistent, and firm administration of discipline is the practice throughout the school.

Each teacher establishes classroom rules and works with the class to create a Student Bill of Rights. Students always have an opportunity to present their viewpoint when involved in disciplinary actions.

Conduct Code Procedures

DISCIPLINE OPTIONS

All infractions of school or classroom rules will be dealt with through the school's discipline policy. Students who violate a school and/or classroom rule will be given a Behavioral Referral.

Referral action is based on the severity of the offense. Actions vary from parent contact to being asked to find an alternative placement in their school of residence.

(K) Hate Crime Reporting Procedures and Policies

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

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

Hate-motivated behavior is not common in our small rural school environment. However, the potential exists that it may occur, so the following procedures are established:

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the Director/Principal or designee. If the student believes that the Director/Principal or designee has not remedied the situation, he/she may file a complaint against the appropriate school official in accordance with district complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Principal/Director or designee, and law enforcement, as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline in accordance with District policy.
3. The Director/Principal shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

(J) Procedures to Prepare for Active Shooters

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FOR
PUBLIC
RELEASE**

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Procedures for Preventing Acts of Bullying and Cyber-bullying

- All Schools must adopt a Student Code of Conduct regarding bullying to be followed by every student in accordance with BP 5145.31 for Hate Motivated Behavior. All students would follow the code when traveling to and from school or at school-sponsored activities, during school lunch or recess, and whether on or off-campus.

The Student Code of Conduct should include, but is not limited to, the following expectations:

- Students are expected to treat others with respect and dignity.
- Any student who engages in bullying may be subject to disciplinary action under the District disciplinary code.
- Students are expected to immediately report incidents of bullying to the principal or designee. Reporting safety concerns to adult authorities is not the same as “tattling” and shows concern for the person or persons being harmed.
- Students should refuse to watch, laugh, or join in when someone is being bullied.
- Students are encouraged to offer moral support to any student who is being bullied or mistreated.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Site Administrator or the Director of Student Support Services.

Parent Responsibilities

- Understand and discuss this policy and school rules with your child.
- Report incidents of bullying to your student's teacher, counselor, principal, or principal's designee.
- Learn the warning signs that your child might be a victim or perpetrator of bullying.

Responding to Bullying Complaints

- The district's response to bullying shall be comprehensive and involve staff, students, parents/legal guardians, and the community, as appropriate, in order to address bullying at all school levels.
- A complaint may be made to any site or district level staff person, as appropriate. Victims of bullying are encouraged to file their complaint in writing, using the Bullying Report Form. However, oral complaints will be accepted.
- All bullying complaints shall be investigated and resolved within 30 school days of the filing of a complaint.

Safety Plan Review, Evaluation and Amendment Procedures

This safety plan will be reviewed, evaluated, and amended annually by administration and staff, no later than May of each year.

Additional requirements, new legislation, and requirements from The California Department of Education will be noted throughout the school year.

Safety Plan Appendices

Emergency Contact Numbers

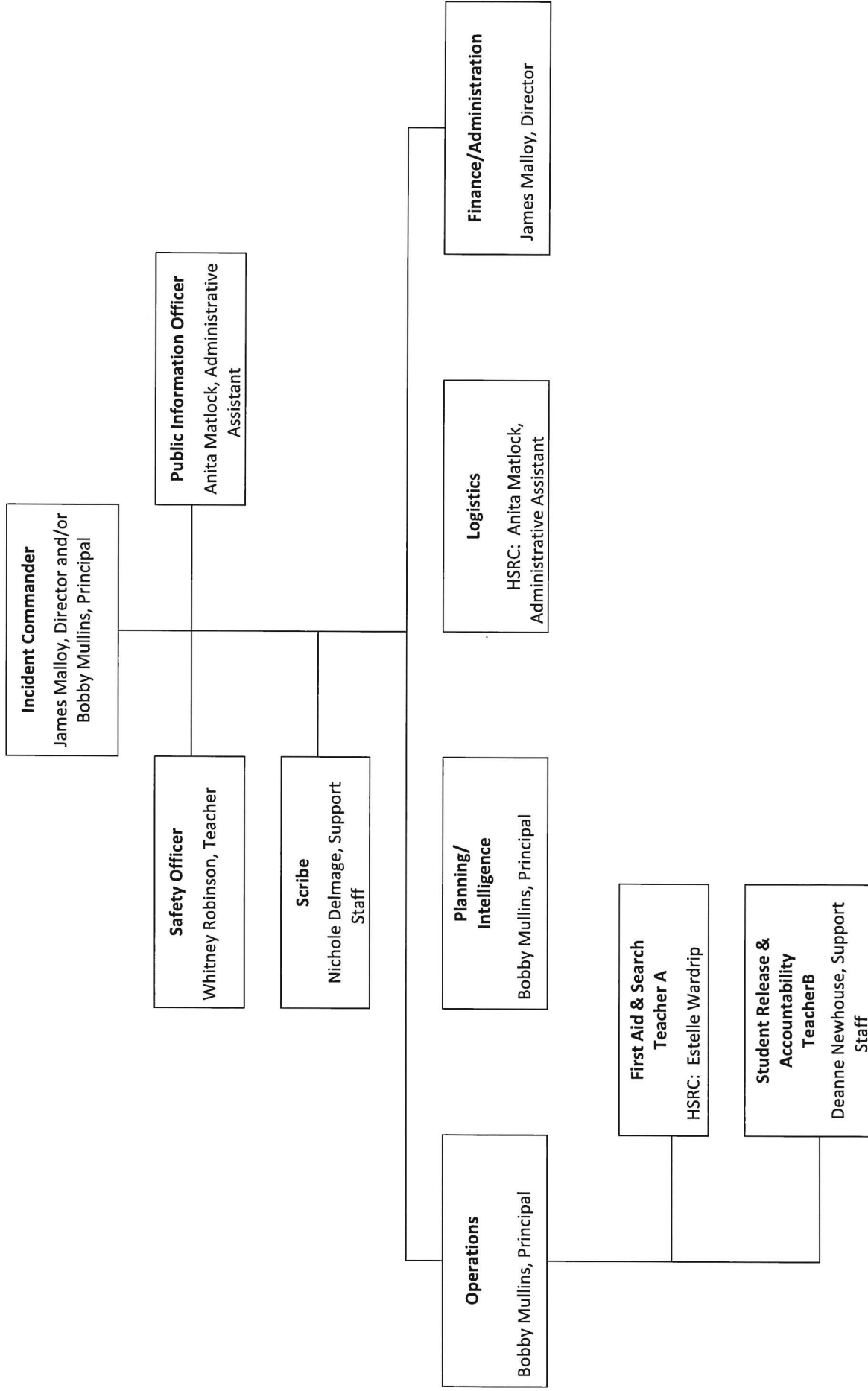
Utilities, Responders and Communication Resources

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)
HSRC Staff Review - via in-person meeting - comments/questions/input	08/21/2024	
Board of Trustees Review and Approval	05/14/2024	

PVCS 2.0 - Henderson Street Resource Center Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

1. Shelter in place. (return to classroom if outdoors)
2. Await further instructions from administration, administrative designee, local authorities.
3. If evacuation is necessary, move students in the opposite direction of the crash site.

Animal Disturbance

As "soft-lock down" will be initiated by school personnel either: all call, phone call, in-person notification, and/or radio you to lock your doors. Continue to conduct business as usual and do not allow students out of class until notified. If on campus and outdoors, return to your designated classroom. Students off campus will be advised to remain so until further notice.

Vicious animal disturbance: Immediately notify 911, administer first aid for life threatening injuries until paramedics arrive.

Non-vicious animal disturbance: Notify Eureka Animal Control - 707-441-4060

Armed Assault on Campus

- Ensure the safety of students and staff first
- Lockdown and shelter in place.
- Call 911
- Activate the Emergency Response Team when cleared to do so by law enforcement.
- Provide first aid if it is safe to do so.

Biological or Chemical Release

- Shelter in place
- Call 911
- Close all windows and doors
- Turn off the HVAC system
- Wait further information from first responders

Bomb Threat/ Threat Of violence

- Notify Principal
- Call 911
- Lockdown or Evacuate as determined by administration and/or administrative designee.
- Follow lead of law enforcement

Bus Disaster

1. Evacuate students
2. Call 911
3. Administer first aide, if safe to do so. Lockdown or Evacuate as determined by the Incident Commander.
4. Notify school office.
5. Follow directives of law enforcement and first responders.

Disorderly Conduct

1. By a person who is not staff or students: call 911.
2. Students:

Notify the school office, call for assistance if needed.
Clear the area off to other students.
Escort student(s) to the office, if possible.
Possible call to 911
Possible lockdown

Earthquake

1. Duck Cover and Hold On
2. Evacuate when it is safe to do so
3. Administer first aid when it is safe to do so.
4. Turn off gas, electric, and water (see school map for locations)
5. Call 911 in case of injuries to students or adults on campus.

Be on alert for possible Tsunami alerts. HSRC Remember the following safety procedures:

1. Duck, cover, and hold on.
2. Evacuate when it is safe to do so.
3. Administer first aid when it is safe to do so.
4. Turn off gas, electricity, and water (see school map for locations).
5. Call 911 in the event of injuries to students or adults on campus.

Be alert for possible Tsunami alerts. HSRC is NOT located in a Tsunami Zone.

Please refer to the attachment at the end of the document for more information.is NOT located in a Tsunami Zone.
Please see the attachment at the end of the document.

Explosion or Risk Of Explosion

1. Activate the fire alarm.
2. Evacuate to designated area.
3. Evacuate to alternative location if needed or as directed.

Fire in Surrounding Area

1. Shelter in place.
2. Await for further directions from the Eureka Fire Department and/or other legal authorities.

Fire on School Grounds

1. Activate the fire alarm
2. Evacuate to the on-site evacuation location if it is safe to do so.
3. Evacuate to alternative location if needed or as directed.

Flooding

1. Comply with the directives of local authorities.
2. If in immediate danger, move to higher ground.

Loss or Failure Of Utilities

During non-school hours: families will be notified by an all-call that the facility will remain closed until utilities are restored.

During school hours: families will be notified via phone calls that their child/children shall be picked up ASAP and that the facility will remain closed until utilities are restored. Students who are not immediately picked up will be supervised by appropriate staff members.

Motor Vehicle Crash

1. Shelter in place. (return to classroom if outdoors)
2. Await further instructions from administration, administrative designee, local authorities.
3. If evacuation is necessary, move students in the opposite direction of the crash site.

Psychological Trauma

1. If able, initiate de-escalation techniques:
 - Be Empathic and Nonjudgmental
 - Respect Personal Space
 - Use Nonthreatening Nonverbals
 - Avoid Overreacting
 - Focus on Feelings
 - Ignore Challenging Questions
 - Set Limits
 - Choose Wisely What You Insist Upon
 - Allow Silence for Reflection
 - Allow Time for Decision
2. If suspected physical, sexual, emotional abuse and/or neglect, contact Child Welfare Services
3. Referral to the Department of Health and Human Services, Mental Health Division.
4. If in self-danger, call 911.

Suspected Contamination of Food or Water

1. Assess individuals for illness: nausea, vomiting, stomach pains, diarrhea, feeling weak, fever or chills/sweating, headache.
2. Call 911 if necessary.
3. Contact the Health Department: 707-445-6200
4. Follow administration and/or local authorities instructions.

Tactical Responses to Criminal Incidents

1. Call 911
2. Shelter in place.
3. Activate HARD lock down.
4. Follow directives of school administration/administrative designee and/or legal authorities.

Unlawful Demonstration or Walkout

1. Administrators/designee remains on campus with students.
2. Notify parents of minors that their child/children have left the campus. Depending on the size of the crowd, school personnel shall be directed to walk with students to protect their safety.

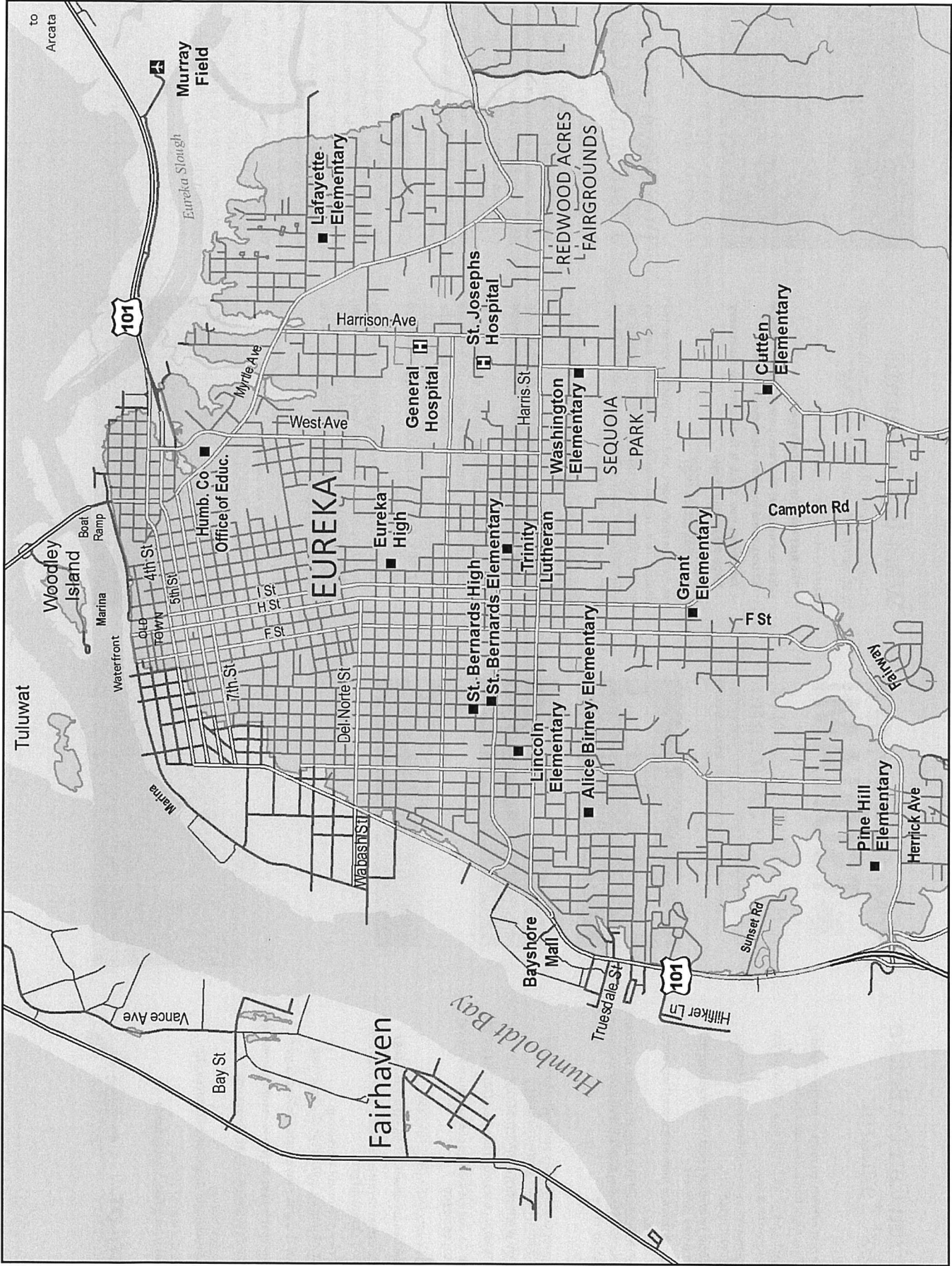
Emergency Evacuation Map

REDACTED

FOR

PUBLIC

RELEASE



Tsunami Safe Area Zone
 If you feel an earthquake, go to safe area

EUREKA

Tsunami Hazard Map

August 2020

What You Can Do Before the Next Tsunami:

BE PREPARED

- Know the best evacuation route — practice walking your route at night and in stormy weather.
- Keep a "grab and go" kit by the door with what you need to survive for a day.
- Create emergency plans and discuss with family, coworkers and neighbors.
- Consider how to evacuate pets — such as dogs on leashes and cats in crates.
- Prearrange assistance from neighbors if you need help evacuating.
- Time is of the essence! The largest tsunami will come from an earthquake you will feel. Evacuate as soon as you can safely move.

GET NOTIFIED

To sign up for County alerts and learn about other methods visit: weather.gov/eureka/alerts
Questions or want more information?

- National Weather Service in Eureka • (707) 443-6484
- Humboldt Co. Sheriff's Office of Emergency Services (OES) • (707) 268-2500
- Del Norte County OES • (707) 464-7255
- Mendocino County Sheriff's OES • (707) 467-6497
- National Weather Service: Tsunami Warnings and Information • tsunami.gov
- Redwood Coast Tsunami Workgroup humboldt.edu/rctwg and facebook.com/rctwg
- Cal. OES My Hazards • myhazards.caloes.ca.gov
- Tsunami preparedness activities • tsunamizone.org
- Great California ShakeOut • shakeout.org
- U.S. Geological Survey earthquake.usgs.gov/learn/preparedness.php
- California Geological Survey conservation.ca.gov/cgs/geohazards



HUMBOLDT
STATE UNIVERSITY

How to survive a TSUNAMI

in HUMBOLDT COUNTY, CALIFORNIA

A component of Living on Shaky Ground



What is a Tsunami?

A tsunami is a series of water surges usually caused by an earthquake beneath the sea floor.

TSUNAMIS CAN TRICK YOU!

- The first surge is not the largest.
- It is not unusual for tsunami surges to last at least 12 hours and in some cases much longer.
- Just when you think it is all over, another very large surge may come.

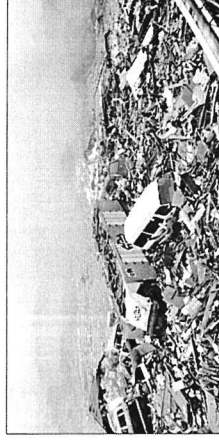
What areas are at risk?

Beaches, harbors, bays, and river mouths are at the greatest risk. If you are in the **YELLOW** areas on the map (inside), you should leave after feeling an earthquake that lasts a long time. If you are in the green area, stay where you are.

How do I know if an earthquake is big enough to cause a tsunami?

- If you are on the beach and feel an earthquake, no matter how small, **move inland or to high ground immediately.**
- If you are in a tsunami hazard zone and feel an earthquake that lasts a long time, evacuate as soon as it is safe to move. Not sure if the earthquake is long enough? When in doubt, **DRILL IT OUT.** Every earthquake is an opportunity to practice evacuating.
- **GO ON FOOT.** Roads and bridges may be damaged by strong ground shaking. Avoid downed power lines. If evacuation is impossible, go to the upper floor of a sturdy building or climb a tree — but only as a last resort.

2011-JAPAN in Kesennuma, cars and other debris were swept away by tsunamis.



2004-THAILAND When the water rushed in, it looked like a river in flood.

Two Ways to Know if a Tsunami is Coming:

Natural Warnings

GROUND SHAKING, a **LOUD OCEAN ROAR**, or the **WATER RECEDING UNUSUALLY FAR** exposing the sea floor are all nature's warnings that a tsunami may be coming. If you observe any of these warning signs, **immediately walk to higher ground or inland.** A tsunami may arrive within minutes and damaging surges are likely to occur for at least 12 hours or longer. **Stay away from coastal areas** until officials permit you to return.

Official Warnings

You may not feel a large earthquake from far away. Notifications that a Tsunami Warning has been issued may come via reverse calling (make sure to sign up for County alerts), Wireless Emergency Alerts, TV, radio stations, door-to-door contact by emergency responders, NOAA weather radios, or in some cases, by outdoor sirens and announcements from airplanes. Move away from the beach and seek more information without using a phone. Tune into local radio or television stations for more information. Follow the directions of emergency personnel who may ask you to evacuate low-lying coastal areas.

NATURAL AND OFFICIAL WARNINGS ARE EQUALLY IMPORTANT. RESPOND TO WHICHEVER YOU HEAR OR OBSERVE FIRST!

How to use this Map:

Locate where you live, work, and play. Use this map to plan a safe evacuation route. **If you are in the yellow area and need to evacuate, go immediately on foot as soon as it is safe to do so.** Practice evacuating so that you and your family know what to do during a real tsunami. Remember — **GO ON FOOT.** Roads are likely to be impassable.

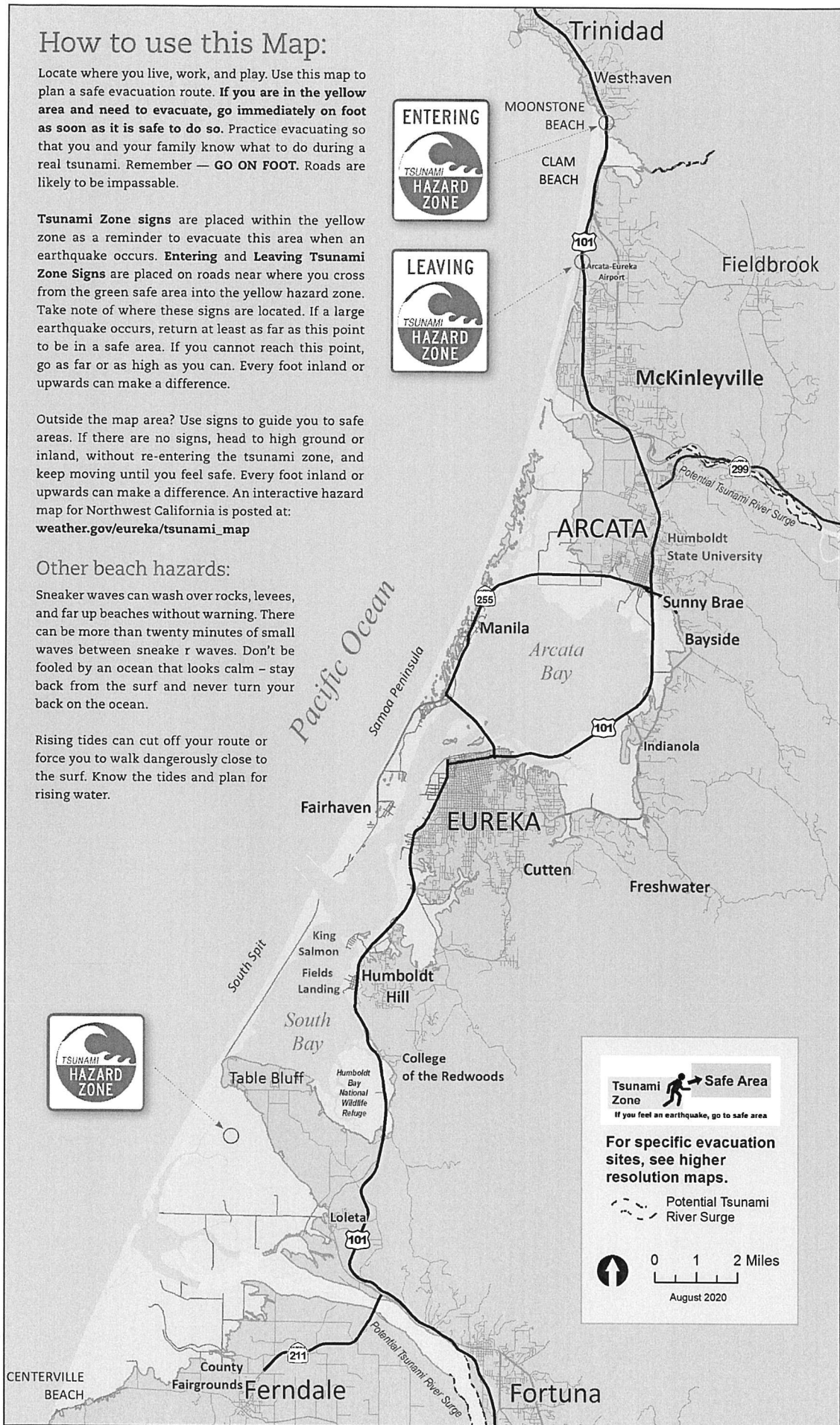
Tsunami Zone signs are placed within the yellow zone as a reminder to evacuate this area when an earthquake occurs. **Entering and Leaving Tsunami Zone Signs** are placed on roads near where you cross from the green safe area into the yellow hazard zone. Take note of where these signs are located. If a large earthquake occurs, return at least as far as this point to be in a safe area. If you cannot reach this point, go as far or as high as you can. Every foot inland or upwards can make a difference.

Outside the map area? Use signs to guide you to safe areas. If there are no signs, head to high ground or inland, without re-entering the tsunami zone, and keep moving until you feel safe. Every foot inland or upwards can make a difference. An interactive hazard map for Northwest California is posted at: weather.gov/eureka/tsunami_map

Other beach hazards:

Sneaker waves can wash over rocks, levees, and far up beaches without warning. There can be more than twenty minutes of small waves between sneaker waves. Don't be fooled by an ocean that looks calm — stay back from the surf and never turn your back on the ocean.

Rising tides can cut off your route or force you to walk dangerously close to the surf. Know the tides and plan for rising water.



This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as additional

scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. It is intended to support tsunami evacuation planning and should not be used for any other purposes.

