Comprehensive School Safety Plan
SB 187 Compliance Document

2020-2021 School Year

School: Santiago Charter Middle School
CDS Code: 30-66621-6085328
District: Santiago Charter Middle School
Address: 515 N. Rancho Santiago Blvd.
     Orange, CA 92869
Date of Adoption: February 17, 2021

Approved by:

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

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

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

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

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

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

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

[https://www.santiagocharters.org/](https://www.santiagocharters.org/)
A copy of the Comprehensive School Safety Plan is available for review at .

**Safety Plan Vision**

Santiago Charter Middle School will provide a safe, orderly, and secure environment conducive to learning and an environment in which pupils will attend regularly and be safe from both physical and social-psychological harm.
Components of the Comprehensive School Safety Plan (EC 32281)

Santiago Charter Middle School Safety Committee
Ricardo Rodriguez - Assistant Principal
Gilberto Farfan - Maintenance
Lani Napoli - Teacher
Sean Mikkelsen – Teacher
Rocio Chavez - Health Clerk
Roshni Patel - School Counselor
Debbie Maude - Library Media Tech

Assessment of School Safety
PART II--COMPLIANCE WITH SCHOOL SAFETY LAWS

Strategies for a Safe and Orderly Environment Conducive to Learning

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical or psychological harm. Santiago Charter Middle School promotes educationally and psychologically healthy environments for all children and youth. Santiago Charter Middle School recognizes that there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents, and the community. Santiago Charter Middle School further recognizes that safe school practices make major contributions to academic and school improvement efforts.

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

Social Environment

Leadership at the school is a shared process. The administrative team is committed to providing a safe environment that supports student achievement and is conducive to a healthy academic and social environment.

The principal sets a positive tone for the school and works closely with staff on curriculum and school safety issues. There is a high level of cohesiveness among the staff members which results in mutual cooperation and support.

The staff believes that increased student achievement and positive behavior are linked to caring relationships and the students’ active involvement on campus. Staff is dedicated to promoting those caring relationships and encouraging student participation in as many campus activities as possible. The ASSOCIATED STUDENT BODY (ASB) is a student driven committee with a certificated teacher advisor which is included in the planning and implementation of many spirit activities such as pep-rallies, dances, and clubs.

The academic and behavioral achievements of pupils are recognized and rewarded in a variety of ways. Including various programs through the PBIS (Positive Behavioral Interventions and Supports) program such as RAD Welcome Week, the HERO incentive tracking program, as well as continued pro-social and behavior instruction. Santana are RAD (Respectful, Accountable, Determined). Santiago also partners with local law enforcement agencies through the GRIP program, which provides various incentives through the year to help improve concerns with a student’s behavior, grades and attendance.

CULTURAL DIVERSITY IS CELEBRATED THROUGHOUT THE YEAR BY THE REPRESENTATION OF DIFFERENT STUDENT CLUBS AT SANTIAGO. ACKNOWLEDGEMENT OF HOLIDAYS AND OBSERVANCES. TIME IS DEDICATED IN CERTAIN CURRICULUMS AND BY DIFFERENT CLUBS AND GROUPS ON CAMPUS THAT CELEBRATE CULTURAL DIVERSITY.

All students are expected to behave in a manner that promotes safety and order. They are encouraged to bring problems to the administration, teachers or other staff members. School rules and procedures are communicated at the beginning and throughout the year. Santiago Charter Middle School has implemented the PBIS Positive Behavior Intervention and Support Program where staff, student body and community actively creates and maintains a positive culture of the school. Throughout the school year, students are presented with an Anti-Bullying Assembly, Spirit events, assemblies, school dance, and reward
Academic Environment

The course of study at Santiago Charter Middle School includes the basic core curriculum, physical education, and enrichment courses in Advanced and Intermediate Band, Orchestra, Guitar, Musical Theater, Video Production, Digital Design, Color and Design, Industrial Technology (Woodshop), Culinary Arts, Marine Biology, E-Sports, Philosophy, Spanish, French, and American Sign Language. The staff provides information on additional activities open to students in the areas of community service. Teachers use a variety of instructional strategies including Project Based Learning, Differentiated instruction, and many other activities that enhance and promote greater student learning, comprehension, and collaboration.

The teachers are highly qualified, with most teachers holding advanced degrees. The staff is united in their desire to provide quality education for all pupils. Teachers provide a safe and orderly learning environment, enhance the experience of learning, and promote positive interactions amongst students and staff. Instructional time is maximized and disruptions are minimized.

Academically struggling students receive interventions based upon a Multi-Tiered System of Support. After basic core curriculum and school wide academic interventions, students may be provided with further interventions, based upon student needs, such a support reading class, study class, mentor, or Friday School. Students who are struggling are reviewed through our MTSS academic and behavior team meetings.

Regular Attendance and Punctuality

The school is proactive and works together with administration, counselors, teachers, school psychologists, and the district office and community resources in remediating students with excessive absences, truancies, and/or habitual tardies.

School administration actively monitors and counsels students and families who struggle arriving to school on time or are chronically absent. During the first tier intervention, students are identified and a call is made to home followed by a letter home and a meeting with administration. In tier two, should attendance problems continue, the school refers the student to the School Attendance Review Board (SARB) or a referral to the Orange County District Attorney’s Office with a request for prosecution of the parent and/or the student.

In addition, Santiago Charter Middle School has a partnership with city agencies, not limited to, but including: the Orange Police Department, GRIP officials, Orange County Sheriff’s Department, and the Orange County District Attorney’s Office for Juvenile Services to further provide further support and assistance to the students and families of the school community.

The school recognizes the importance of punctuality and regular attendance. Staff accurately records attendance records for all students daily. Parents of students with poor attendance will be contacted and medical issues will be referred to the school nurse.

Preventing and Intervening—Student Mental Health

Creating a safe school requires having many preventive measures in place for students’ mental and emotional problems. Schools can reduce the risk of violence by teaching students appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts.

The school uses a comprehensive approach to school violence prevention. Students with antisocial and aggressive tendencies are identified using measures such as teacher and staff observation, parent and community information, patterns of behavior, counseling needs and experiences.

While the school has one assigned psychologist and one school counselor, Santiago Middle School also contributes to student mental health needs through our community partnership with Well Street Counseling. Santiago’s mental health team meets regularly to review, follow up with, and determine further interventions for students in need of mental health support.
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

The Board of Education recognizes that the District has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The Superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies. (cf. 1312.1 - Complaints Concerning District Employees) (cf. 5141.41 - Child Abuse Prevention Program)

The School Executive Director or designee shall establish regulations for use by employees in identifying and reporting child abuse. Santiago employees shall report known or suspected incidences of child abuse in accordance with School regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

The School Executive Director or designee shall provide training in child abuse identification and reporting for all certificated personnel. The Superintendent or designee shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants, and other classified employees. (Penal Code 11165.7)

As part of their training in child abuse identification and reporting, employees shall receive written notice of state child abuse reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

To reduce or eliminate unfounded child abuse accusations directed at school employees, child abuse in-service training shall include guidance in disciplining students and maintaining ethical relationships with them. (cf. 3514 - Environmental Safety) (cf. 5142 - Safety) (cf. 5145.7 - Sexual Harassment)

Santiago Charter Middle School employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
Disaster Plan (See Appendix C-F)
A contingency plan for emergencies is contained in a handbook and provided to each staff member. The Emergency Procedures Plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS). Earthquake/fire drills are conducted on an annual basis.

Public Agency Use of School Buildings for Emergency Shelters

Santiago allows the American Red Cross the use of grounds and facilities for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. In the event of a disaster, the Business Department will coordinate the facility use with the American Red Cross, the Office of Student and Community Services and the principal of the selected campus.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension and Expulsion/Due Process The Board of Education desires to provide District students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of Santiago students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any District school or other school District, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds

2. While going to or coming from school

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

4. During, going to, or coming from a school sponsored activity Santiago staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with Santiago's nondiscrimination policies. Appropriate Use of Suspension and Expulsion Concepts

Except when a student commits an act that violates Education Code 48900(a)-(e) or his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. Except when a student commits an act listed in Education Code 48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled. To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5, 48900.6) Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities. BP 5144.1(b) Santiago staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended. No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900) A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal. Authority to Expel A student may be expelled only by the Board. (Education Code 48918(j)) As required by law, the Superintendent/principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915) 1. Possessing a firearm which is not an imitation firearm, as verified by a certified employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence 2. Selling or otherwise furnishing a firearm 3. Brandishing a knife at another person 4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058 5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4 6. Possessing an explosive as defined in 18 USC 921 For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e)) BP 5144.1(c) 1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct 2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others A vote to expel a student shall be taken in a public session. The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917) No student shall be expelled for disruption or willful defiance. (Education Code 48900) Due Process The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee
shall comply with procedures for notices, hearings and appeals as specified in law and administrative regulation. (E.C. 48911, 48915, 48915.5) Supervised Suspension Classroom To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law. Except where a supervised suspension is permitted by law for a student’s first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5) Decision Not to Enforce Expulsion Order Upon voting to expel a student, the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (Education Code 48917) Maintenance and Monitoring of Outcome Data The Superintendent or designee shall annually present to the Board a report of the outcome data which the District is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. BP 5144.1(d) The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how Santiago is meeting its goals for improving school climate as specified in its local control and accountability plan.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The Office of SCS and site administrators shall provide on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the school by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

(E) Sexual Harassment Policies (EC 212.6 [b])
District Sexual Harassment Board Policy 5145.7
The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in District complaint processes. Instruction/Information
The Superintendent or designee shall ensure that all District students receive age-appropriate instruction and information related to sexual harassment. Such instruction and information shall include:
1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the School’s procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

Complaint Process
The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions
Any student who engages in the sexual harassment or sexual violence at school or at a school sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping
All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action (S CCR 4964)
The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the school to monitor, address, and prevent repetitive harassing behavior in the schools.

Santiago Charter Middle School maintains a copy of the district's sexual harassment policy in the front office and Wellness Center. This policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the Parent/Student Handbook. The handbook is mailed at the beginning of each school year to all student residences. Policies are also available on-line. Additional copies are available in the school office. All Administration receives sexual harassment training annually. They, in turn, train site staff.

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

The Board of Education believes that appropriate dress and grooming contributes to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. (cf. 4119.22 - Dress and grooming (staff)) (cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about the dress and grooming standards at the beginning of the school year and whenever these standards are revised.

A student who violates the dress code shall be subject to appropriate disciplinary action. (cf. 5144 - Discipline)

Prohibition of Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a gang related dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. (cf. 0450 - Comprehensive Safety Plan) (cf. 5136 - Gangs)

Uniforms

To promote student safety and discourage theft, peer rivalry, and/or gang activity the principal, staff, and parents/guardians at a district school may wish to establish a reasonable dress code requiring students to wear uniforms. If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (E.C. 35183) Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve such dress codes when it determines they are necessary for the health and safety of the school's students. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

(For additional information pertaining to this School Policy, visit)
http://www.orangeusd.org/santiago/parentandstudentinfo/uniformpolicy.asp

School Dress Policy including Gang-Related Apparel

Santiago Charter Middle School follows all Education Board policies related to student attire. Santiago Charter Middle School IS A UNIFORM SCHOOL AND STUDENTS WEAR POLO SHIRTS WITH THE SCHOOL NAME AND LOGO.

THE SCHOOLS DRESS/ UNIFORM POLICY THAT INCLUDES PROHIBITION OF GANG - RELATED APPAREL IS ATTACHED IN APPENDIX B.
Campus gang affiliation and gang activity will not be tolerated. The staff works closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families. Immediate campus graffiti removal is a top priority.

**Public Agency Use of School Buildings for Emergency Shelters**
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Comprehensive School Safety Plan

Policies and Procedures that Lead to Suspension and/or Expulsion

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The Board of Education has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. (cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion. (cf. 6245 - Extracurricular and Co-curricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (E.C. 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (E.C. 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in an administrative regulation.

Student Due Process

Santiago school shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The School Executive Director or designee shall comply with procedures for notices and appeals as specified in regulation. (E.C. 48911, 48915, 48915.5) (cf. 5119 – Students Expelled from other Districts) (cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Disabilities))

Supervised Classroom Suspension

Santiago school recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in their coursework. The school believes that, in many cases, it would be better to manage the student’s behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The School Executive Director or designee may establish a supervised classroom suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The School Executive Director or designee shall examine alternatives to off-campus suspension and may establish a supervised classroom suspension program which evolves from a progressive discipline approach in conjunction with conferences between staff, parents/guardians and students to remedy any outstanding situations. Other alternatives to off-campus suspension include detention, the creation of student study teams or other assessment-related teams and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Parental Attendance

Santiago school believes that parental involvement plays an important role in the resolution of classroom behavior problems. The school expects that teachers will communicate with parents or guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (E.C. 48900.1)
Santiago school encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. Santiago school recognizes that parental compliance with this policy may be delayed, modified or prevented by serious illness/injury/disability, absence from town or inability to get release time from work.

Santiago school regulations and rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision  Not  Enforce  Expulsion  Order
On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Santiago Charter Board pursuant to the requirements of law.

(For additional information pertaining to School Discipline Policy, visit)

http://www.orangeusd.org/santiago/parentandstudentinfo/discipline.asp

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The principal or designee uses district and other appropriate records to inform teachers of each pupil identified under Education Code 49079: (1) during the previous three school years, engaged in any act warranting a suspension or committed an expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, helps in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

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

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in District complaint processes.

Instruction/Information

The School Executive Director or designee shall ensure that all Santiago students receive age-appropriate instruction and information related to sexual harassment. Such instruction and information shall include:

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

2. A clear message that students do not have to endure sexual harassment.

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.

4. Information about the School’s procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.

5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

Complaint Process
The School Executive Director or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in the sexual harassment or sexual violence at school or at a school sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action (5 CCR 4964)

The School Executive Director or designee shall maintain a record of all reported cases of sexual harassment to enable the School to monitor, address, and prevent repetitive harassing behavior in the schools.

Santiago Charter Middle School maintains a copy of the Board’s sexual harassment policy in the principal’s, main office, and teacher’s break area. This policy is available on request. The School’s Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the Parent/Student Handbook. The handbook is mailed at the beginning of each school year to all student residences. Policies are also available on-line. Additional copies are available in the school office. All Administration receives sexual harassment training annually; they, in turn, train site staff.

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

DRESS CODE

All clothing must be neat, clean, and size appropriate and only purchased from the Santiago Student Store or the store authorized to carry Santiago merchandise. All uniform clothing must be clean, free of tears, holes, safety pins and may not be altered from the original appearance or length. No writing on clothing or backpacks is allowed. It is impossible to anticipate every new style, trend, or haircut, therefore new trends will be dealt with on an individual basis by the school administration. If in doubt about acceptable styles, parents are advised to check with the administration before taking action. Students who are groomed inappropriately will call home and have their parent bring the correct uniform to the office, go home to change, or change hair color within a reasonable time. Repeated violations will result in a review of the student’s enrollment contract.

Pride in one’s appearance is important in fostering a positive attitude towards school and others. Parent and student support for dress code policy is critical in the promotion of safety, respect, and responsibility on the Santiago campus.

SHIRTS
Only Santiago shirts are acceptable.
Santiago long-sleeved uniform shirt may be worn under polo shirts.
No colored undershirts or non-logo long sleeved undershirts.
No undergarments may be visible

PANTS
Must be sized correctly.
No “sagging” of pants.
No suspenders.
No undergarments may be visible.
No slit sides, frayed or cut hems.
SHORTS
Boys' shorts must be no longer than the top of the knees.
Girls' shorts must be no shorter than mid-thigh.
Girls may not roll up shorts at the waist or legs.
Absolutely no "pinning."
No suspenders.
No "sagging" of shorts.
No undergarments may be visible.

SOCKS
Must be worn.
Plain sock: white, black, grey or blue.
Bright and/or distracting socks are not allowed
Must be visible.
No knee socks.
Girls may wear white tights or nylons.

SHOES
Must be closed toe and heel (boots are not acceptable).
Tennis shoes are acceptable.
Boots of any type are never allowed.

SWEATSHIRTS AND JACKETS
Must be Santiago purchased.
Umbrellas are recommended for rainy days.
No PE sweatshirts or clothes may be worn outside of physical education class.
No class sweatshirts may be worn in PE.

HAIR
No bleached white or yellow hair coloring.
The best advice is "don't dye your hair!"
Boy's hair must not be shorter than a #2 cut.
Boys may have no cut designs or tails.
Hair may not hang in the eyes or below the shirt collar or be more than 2" spiked.
Any distracting hairstyle will be dealt with on an individual basis.

HATS
No hats may be worn in class.

MAKE UP/JEWELRY
Must be appropriate and not a distraction. No leather neck or wrist collars with metal studs. Body piercing is limited to the ears and may not be excessive. Visible tattoos are not permitted.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Santiago Charter Middle School is aware of the laws, policies, and procedures which govern the conduct of visitors to the school’s campus and minimizes the number of campus entrance and exit points used daily. Access to school grounds is not limited but is supervised on a regular basis by individuals, such as teaching staff, school administrators, and classified staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised.
Additionally, delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing except for the front entrance of the school. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register through the principal's office immediately upon entering any school building or grounds when school is in session. District employees will wear appropriate identification badges while conducting business on campus.

Santiago Charter Middle School has established a visible means of identification for visitors while on school premises (i.e. tag and school uniforms). Further, the school has a notice and removal system that establishes sufficient documentation for civil law remedies as needed. The principal, designee, or school staff may direct an individual to leave school grounds after concluding that the person is likely interfering with the peaceful conduct of school business or the person has entered the campus with the purpose of committing such an act. If there is an attempt to return, they can be detained and charged with trespassing. Law enforcement will be immediately contacted for individuals engaging in threatening conduct, including but not limited to disturbing the peace. For continuing disruptive behavior by a visitor or outsider, the school contacts the district office to determine whether to file for a temporary restraining order and injunction.

All students, visitors, and staff enter the school through the main street leading to the school, Walnut St., and exit the campus the same way. All students and school staff are required to wear a school ID at all times while on school grounds. Visitors to the school are required to sign in/out at the main office and are given a “Visitors ID” which must be worn while on campus.

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

**Component:**

COMPREHENSIVE SCHOOL SAFETY ACTION PLAN  
School Year 2020-2021

To support a safe, orderly and healthy school environment conducive to learning the school will develop at least one goal with supporting activities for each of the two components, PEOPLE AND PROGRAMS and PHYSICAL ENVIRONMENT.

**Element:**  
PEOPLE AND PROGRAMS GOAL

**Opportunity for Improvement:**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Action Steps</th>
<th>Resources</th>
<th>Lead Person</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All gates are locked during School Hours.</td>
<td>Lock gates when school begins and ensure that gates are locked until school ends.</td>
<td>Campus Supervisor or Custodial Staff</td>
<td>Campus Supervisor</td>
<td>Ongoing through the 2020-2021 School Year</td>
</tr>
<tr>
<td>Implement an updated Parent/Student Unification System.</td>
<td>Safety Team and Admin will assess current unification system and make adjustments to ensure effectiveness and efficiency.</td>
<td>School Safety Team</td>
<td>Administration</td>
<td>Ongoing through the 2020-2021 School Year</td>
</tr>
</tbody>
</table>

**Component:**

COMPREHENSIVE SCHOOL SAFETY ACTION PLAN  
School Year 2020-2021

To support a safe, orderly and healthy school environment conducive to learning the school will develop at least one goal with supporting activities for each of the two components, PEOPLE AND PROGRAMS and PHYSICAL ENVIRONMENT.
Element:
PHYSICAL ENVIRONMENT

Opportunity for Improvement:
Reflection of Lockdown Drills and Lock Blocks in all areas of the school.

<table>
<thead>
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<tr>
<td>Santiago will work towards ensuring that all areas of the school are equipped with lock blocks and that we are in 100% with all lockdown drills.</td>
<td>Follow proper procedures for lockdown drills</td>
<td>HERO Safe Schools, School Safety Team, Administration</td>
<td>Administration</td>
<td>Ongoing through the 2020-2021 School Year</td>
</tr>
</tbody>
</table>

Component:

Element:

Opportunity for Improvement:

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

Santiago Charter Middle School Student Conduct Code
It is the responsibility of the Board to prescribe rules that are consistent with laws or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. According to California Code of Regulations, Title V, Section 300, pupils are required to conform to school regulations, obey all directions, be diligent in study and respectful to teachers and others in authority, and refrain from the use of profane and vulgar language. Rules, regulations, and rights pertaining to discipline are reviewed annually at each school site and are available from the school administrator (EC35291 et seq.).

Conduct Code Procedures

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

The bases contained in the prohibition of hate crimes in Penal Code 422.6(a) are "race, color, religion, ancestry, national origin, disability, gender or sexual orientation, or because he or she perceives that the other person has one or more of those characteristics."

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination and has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated the school immediately investigates and reports any incidents to the Office of School and Community Services. The Uniform Complaint Procedures as noted in Board Policy is the formal complaint process to ensure School compliance with the law.
Safety Plan Review, Evaluation and Amendment Procedures

DESIGN OF COMPREHENSIVE SAFE SCHOOL PLAN, NOTICE TO LAW ENFORCEMENT, COMMUNICATE THE PLAN TO STAKE-HOLDERS, PUBLIC MEETING AND PUBLIC COMMENTS

A School Safety Team shall develop the Comprehensive Safe School Plan. Each school is to identify the School Safety Planning Committee as stated in Education Code Section 32281: “except as provided...for small school districts, the school site council...or delegated planning committee shall develop a comprehensive school safety plan...”, “...The School Safety Team shall write and develop a Comprehensive School Safety Plan or the Board may delegate to a School Safety Planning Committee”. “The School Safety Team shall consult with law enforcement in the writing and development of the plan”.

Per Education Code Section 32288, the school site, before adopting the plan with the Charter Board or delegated Safety Committee shall hold a public meeting at the school site and notify in writing, if available: The local mayor, the local school employee association, each parent organization at the school site, each teacher organization at the school, the associated student body government and any other interested parties. It is recommended that the Board agenda reflect the wording such as the following: “PUBLIC INPUT SESSION/ Communications to the Santiago Charter Board Communications to the Santiago Charter Board: Members of the public may address the Charter Board regarding matters pertaining to Santiago Charter School”.

Each Comprehensive Safety Plan will be submitted to the Board of Education for review and adoption and each school site shall report on the status and content of the plan through the School Accountability Report Card (SARC). Complaints of non-compliance should be encouraged to be resolved at the site level. Appeals should be forwarded to the Office of Student and Community Services. After all site and district level hearings and appeals, per Education Code Section 32289, complaints may be filed with the CDE under the Uniform Complaint Process.
Safety Plan Appendices
## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

<table>
<thead>
<tr>
<th>Type</th>
<th>Vendor</th>
<th>Number</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>Orange PD</td>
<td>714-744-7444</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>Fire Department</td>
<td>714-633-1313</td>
<td></td>
</tr>
<tr>
<td>Law Enforcement/Fire/Paramedic</td>
<td>OC Sheriff</td>
<td>714-647-7000</td>
<td></td>
</tr>
</tbody>
</table>
## Safety Plan Review, Evaluation and Amendment Procedures

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute School Safety Team for initial review</td>
<td>1/26/2021</td>
</tr>
<tr>
<td>Follow Up Review</td>
<td>2/2/2021</td>
</tr>
<tr>
<td>Final Review by School Safety Team</td>
<td>2/5/2021</td>
</tr>
<tr>
<td>Review at Charter Board Meeting</td>
<td>2/17/2021</td>
</tr>
</tbody>
</table>
Santiago Charter Middle School Incident Command System

Incident Commander
Jim D'Agostino

Safety Officer
Jake Monroe

Public Information Officer
Ashley Pedroza

Scribe
Sarah Jarrell

Operations
Jim D'Agostino

Planning/Intelligence
Roshni Patel

Logistics
Ashley Pedroza

Finance/Administration
Nanette Proctor

First Aid & Search Teacher A
Lisa Garica

Student Release & Accountability Teacher B
Laura Keefe
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**
Receive warning signal from EOC and/or recognize sign(s) of incident such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc.

**Step Two: Identify the Level of Emergency**
Determine team leader (principal or designee) and chain of command.
Determine needed incident/disaster plan modification according to type of disaster.
Determine need for alternative methods for communication/transportation such as bicycles, motorcycles, etc.
Determine access needs for vehicles on campus.
Assemble all other reporting teams at predetermined meeting site, issue equipment, and instruct teams to implement appropriate, assigned responsibilities. Important things to discuss with teams and/or Team Leaders are:
A. Whether students are to remain in classrooms or move to Assembly Area. (Also, which Assembly Area to be used.)
B. Whether or not the site will be used for other school or community evacuees and locations for placing evacuees.
C. Whether or not evacuation to another site is indicated.
D. Location and/or method for handling media personnel.

PLEASE NOTE: These discussion items may not be resolved until teams begin their assigned responsibilities and team leaders report findings to Command Center.

Set up Command Center near assembly area or alternative site.
Establish Reunion Gate at the same or separate locations depending upon need.
Establish a communications center and designate persons in charge. (Communications may be by phone, two-way radio, CB radio, walkie-talkie, messengers.)
A. Set up the communications center in the office if phones are available or in the Assembly Area if no phone service. (If in the office, communication with Command Center at Assembly Area will be by walkie-talkie.)
B. Designate two people for communications: one as Communications Officer who conducts internal and external communication under supervision of Command Center Team Leader; the other as Information Assistant who aids in releasing selected information about disaster victims.
C. Instruct the Communications Officer and Information Assistant in correct use of Communications Script for making appropriate responses when talking by phone, or in person, to outsiders who are requesting information about the disaster and loved ones.
D. Monitor all internal communication and approve all external communications, bulletins, and announcements to community, parents, and news media.
E. Appoint person to monitor the Emergency Broadcast System on the battery-operated radio) to keep abreast of external conditions and events that may affect the disaster site and local community, and for instructions in event of major disaster.

Disseminate messages to other schools as directed by EOC.

**Step Three: Determine the Immediate Response Action**
1. Receive warning signal from EOC and/or recognize sign(s) of incident such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc.
2. Alert school or site via appropriate warning signal.
3. Report to predetermined meeting site for meeting with all teams.
4. Locate/distribute equipment/supplies for Command Center team members.
5. Determine team leader (principal or designee) and chain of command.
6. Determine needed incident/disaster plan modification according to type of disaster.
7. Determine need for alternative methods for communication/transportation such as bicycles, motorcycles, etc.
8. Determine access needs for vehicles on campus.
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E. Appoint person to monitor the Emergency Broadcast System on the battery-operated radio) to keep abreast of external condi¬tions and events that may affect the disaster site and local community, and for instructions in event of major disaster.
13. Disseminate messages to other schools as directed by EOC.
14. Be prepared to report when contacted by EOC about emergency needs, which may include evacuation or becoming an evacuation site. Important things to report:
A. Condition of campus/site.
B. Condition of staff and students.
C. Immediate assistance, medical, psychological needs, supplies, food, etc., needed.
D. Whether evacuation to another site is indicated, or not.
E. Whether the site will be used as an evacuation site for other school(s) or community members, or not.
F. How long school/site can hold out without assistance.
G. Consequences, if no immediate help is sent.
H. Neighborhood conditions.
I. Advisability of closing school. (Students must remain under supervision at school and/or be reunited with parents/reliable adults.)
J. Initiate the procedures for working with the media and coordinate with assigned personnel within Command Center, at Main Gate (if locked cam¬pus/site), and patrol personnel (if unsecured campus/site). Things to consider:
   a. Central Information Center to be used by the media.
   b. Responsibilities (if any) of Command Center Team personnel with media personnel.
   c. People to accompany media personnel when walking about the campus/site.
   d. Phones and/or lines to be used by media personnel.
   e. EOC may send additional personnel to work with media, if needed.
K. Monitor evacuation to the Assembly Area.
   a. In case of earthquake and the Intercom is not working, the teacher will authorize evacuation to the Assembly Area when the series of jolts has subsided and it appears safe to do so.
   b. If intercom is working, Command Center may announce when to move to Assembly Area.
   c. If damage is great, Search and Rescue may be dispatched to assist classrooms in the evacuation process.
L. Account for all persons on the site per Accountability Reports sent in by teachers from the Assembly Area and input from various Team Leaders.
   a. Use Staff List and Student Body List (master lists) for documenting persons who are missing or injured and update when found, released for medical care, etc.
   b. If desired, use 3 x 5 cards to maintain an alphabetized, quick reference of missing persons and update master lists when found.
   c. Maintain close contact with the Supervision Team and Student Release Team regarding the location and release of students and document on master lists.
   d. If documentation of student release is kept separately by the Student Release Team, maintain needed communications regarding the missing persons, students released to parents/adults, persons sent to medical care facilities, etc.
M. Determine needs for medical assistance, urgent repairs, supplies, transportation, additional personnel, food, coffee, etc.
N. Maintain constant contact with all Team Leaders and direct all disaster plan activities. (Done via walkie-talkie or runners from each team.) Communication between Team Leaders from Command Center, First Aid and Student Release Team will be essential in handling information and reuniting of families with injured (or dead) victims.
O. Request Assembly Area Coordinator to assign students from Assembly Area to serve on any teams as may be needed.
P. Communicate with EOC to report status of students and staff, school facilities, problems, and to obtain authority for major decisions.
Q. Be prepared to make decisions without EOC if a major disaster has rendered personnel and EOC site inoperable.
R. Document all activities, events, actions, personnel, supplies used, and action taken throughout the incident/disaster. This is required by law. Make certain that you use or follow the format on the Incident/disaster Log Form.

Step Four: Communicate the Appropriate Response Action
Be prepared to report when contacted by EOC about emergency needs, which may include evacuation or becoming an evacuation site. Important things to report:
A. Condition of campus/site.
B. Condition of staff and students.
C. Immediate assistance, medical, psychological needs, supplies, food, etc., needed.
D. Whether evacuation to another site is indicated, or not.
E. Whether the site will be used as an evacuation site for other school(s) or community members, or not.
F. How long school/site can hold out without assistance.
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required by law. Make certain that you use or follow the format on the Incident/disaster Log Form.
Types of Emergencies & Specific Procedures

Aircraft Crash
Down Aircraft
1. Take cover by voice command over P. A.*
2. Leave building
3. Return to building by voice command over P. A.*
4. Close school by voice command over P. A.*
5. In case of fire:
   a. Release alarm
6. During classes:
   a. Stay in class
7. During break:
   a. Duck to safety

Animal Disturbance

Armed Assault on Campus
Armed Student in Class: Do not confront the student! Wait for the Police. Do not attempt to retrieve the weapon! Do not restrain or discipline the student! STAY CALM! Wait for the Police. If the student is in class and the weapon is concealed, you should quietly send a note in an envelope to the school office, using a messenger. Include as much information as possible: The name of the student, exact location of student in class, type of weapon suspected, location of weapon, room number, number of students in class, demeanor of student and any other useful information. Allow class or passing periods to occur as normal until Police arrive; do not alarm other students. Allow Police to handle situation as they see fit. Police will try to isolate the student from others and apprehend him/her. If a weapon is drawn see "Hostage Situation" procedure.

Shooting: At the first indications of shooting, sound of gunfire, loud cracking, popping, banging noises, windows shattering, glass exploding in classrooms, bullets ricocheting: Instruct students to drop to the ground immediately, face down as flat as possible. If you are within 15-20 feet of a safe position, duck and run for it. Move or crawl away from gunfire, trying to create obstruction between you and the gunfire. IMPORTANT: KEEP IN MIND THAT MANY OBSTRUCTIONS MAY VISUALLY CONCEAL YOU FROM THE GUNFIRE, BUT THEY MAY NOT BE BULLET PROOF AND WILL NOT PROTECT YOU FROM GUNFIRE. Try to get behind or inside a building and stay down. When you reach a relatively safe area, stay down and do not move. Do not peek or raise your head. If possible, call the office from a classroom, or run to the office (only if safe!) to report the situation. Listen for directions from the Police. IF INSIDE CLASSROOM (WITH ASSAILANT OUTSIDE): Duck and cover. Keep students inside. Close and lock the outside door to the classroom. Close the blinds, turn off the lights, and stay on the floor. Call the office (if possible) to report location of the sniper. OFFICE PERSONNEL: Duck and cover on the floor, making phone calls from this position. Keep students out of danger. Consider if a lock down (CODE RED) should be implemented to contain those students in their classrooms. Call 9-9-1-1. Identify your school site and exact location. As Police are in transit, relay information: Is suspect still on-campus? Where did he/she go? Specific location of occurrence. Number of wounded. Description of all weapon(s), dangerous object(s) and any visible ammunition. LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS. Any shots fired? Describe sound and number of shots fired. Any background knowledge of the suspect. Call the Transportation Department to advise buses to avoid the area. Keep the P.A. System on to provide instant announcements.
Hostage Situation: Do not use words such as "hostage", "captives", or "negotiate". Stay Calm, No Confrontation, No Challenges, No Heroics. IF A CLASSROOM IS TAKEN HOSTAGE: Obey the suspect's commands. Don't argue or fight. Go into a rest mode. Be passive. Tend to display more restful, sleepy behavior as opposed to being active. Try to calm the suspect and listen to complaints or demands. Once again, do not use words such as "hostage", "captives", or "negotiate". Keep the students calm and don't allow them to agitate the suspect. Ask permission of the suspect in all matters. Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including the student's first name, throughout the conversation. If you do not know first names, refer to the hostage(s) as boys, girls, men, women, or students. This will help personalize hostage(s) as people rather than objects. Encourage suspect to release everyone. KEEP ALL RADIOS, TELEVISION SETS, AND COMPUTERS TURNED OFF. If possible and without increasing risk to yourself, minimize any possibility that the suspect can hear or see "NEWS REPORTS." This could escalate the situation and keeping these devices off may help the situation. Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours and the average barricade incident last approximately three (3) hours. "TIME IS ON YOUR SIDE." Based on the situation and the age of the suspect, anticipate at the point of rescue that all "possible suspects" in the room will be handcuffed by the police department. The police will then make a positive identification of the suspect and release the victims. Anticipate a LOCK DOWN to protect student and staff members in their classrooms/offices CODE RED.

**Biological or Chemical Release**

Hazardous Material Spill: Immediately evacuate danger areas, notify neighboring rooms and administration. Move cross wind, neverup or down wind. Check wind direction by looking at movement of trees or flag. Ensure that all students in school building are away from the danger area. If possible, without endangering yourself or others, turn off air conditioner/heater; close all windows and doors; seal gaps under doorways and windows with wet cloth, such as towels and thick tape; close as many internal doors as possible; and close all shades and drapes. Instruct students to stay away from windows. If you suspect that gas or vapors haveentered the building, take shallow breaths through a cloth or towel. Do not return to the area until it is cleared b Police or Fire officials.

**Bomb Threat/ Threat of violence**

Bomb Threat: If available, immediately refer to the "Bomb Threat Checklist". Keep the caller on the line as long as possible. Ask him/her to repeat the message. If the caller does not indicate the location of the bomb or the time of the possible detonation, ask him/her for this information. If possible, have more than one-person listen in on the call. Alert the principal/site administrator. Keep the matter confidential. Immediately complete the "Bomb Threat Checklist". If you find a suspicious device, immediately contact the principal/site administrator. Anticipate that all students and staff will be evacuated from the danger zone. Be prepared to report the location and an accurate description of the object. If possible, check to see that all doors and windows are open. Expect the police department to examine rooms. Anticipate being asked if you have seen any objects that are out of place or are in places where they do not normally belong, Identify potential witnesses. Please keep in mind that there is a higher probability of an explosion outside of buildings than inside of buildings.

**Bus Disaster**

**Disorderly Conduct**

Gang Fight/Riot/Threatening Group: Contact the main office immediately. Wait for police. If there is fighting, do not try to break it up. Let the police handle the situation. (For Office Staff): Call 9-9-1-1 and identify your school site and exact location. Stay on the phone with police until they arrive, Relay as much information as possible. Who and how many are involved? Specific location of occurrence? Number of wounded? Weapons involved? Any background knowledge of trouble or participants? Treat injured as much as possible. If possible, remove students from the area. Anticipate that a lock down (CODE RED) be implemented to contain students in the classroom. If students are out of class, instruct them to report to their next period immediately. Do not disturb the fight area. It is a crime scene. Send the name of potential witnesses to the office. Attempt to calm students. Contact the office with any rumors of potential conflicts or fights.

**Earthquake**

TAKE-COVER DRILL

Please review action to be taken during “Take Cover” drill. We will not require the students to get under their desks during the drill. Insure that students know what action to take. During drill, review “Take Cover” procedure.

During the shaking:
1. If indoors, stay indoors. Immediately protect yourself from falling or overturning objects by hiding under sturdy furniture, away from glass, or within a doorway. Don't leave the building during the shake.
2. Don't use candles, matches, or other open flames.
3. Don't run through or near buildings where there is danger or falling debris.
4. If outside, stay in the open away from buildings and utility wires.
5. If in a moving car, stop and stay inside.

After the shaking:
1. Evacuate the building.
2. Check utilities. If water pipes are damaged or electrical wires are shorting, turn off at primary control point. If gas leakage is detected, shut off at main.
3. Turn on radio or television for emergency bulletins.
4. Stay out of damaged buildings; aftershocks can shake them down.

**Explosion or Risk Of Explosion**

DIRECTIONS FOR AN EXPLOSION

Early in the school year teachers should cover the items listed below in case students should be on the grounds when an explosion occurs:

1. Lie flat on the ground or in a ditch or next to a building.
2. Hide the eyes and face in the crook of the elbow, put the other hand over the back of the neck and cover head with coat or sweater if wearing one.
3. A pupil should be taught that if he/she is by himself during an attack, he/she should lie still until he/she counts slowly to 500 after the blast. Then, keeping his face and hands covered as much as possible, he should try to get with a group of pupils or adults.
4. A pupil should learn never to drink water or to eat food that has been in the open air during or after a bomb blast. Such food and water may be very dangerous to use. Bottled water, water in tightly covered containers, and canned food will be safe; also food in closed refrigerators and freezers.

**Fire in Surrounding Area**

Fire/Explosion: The injured should be treated as much as possible while awaiting Police or Fire. Anticipate an evacuation away from threatened buildings using fire drill. Maintain control of students and take roll. If smoke is in the immediate vicinity, instruct students to "Stay low and Exit," crawling to avoid breathing fumes. If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet clothing/rags and avoid fanning flames. Lay on floor to avoid smoke. Wait for help. Identify witnesses. Anticipate being bused to alternative location.

**Fire on School Grounds**

FIRE

1. Leave building
2. Release fire alarm
3. During classes:
   a. Leave building
   b. Teachers close doors and take roll book
4. During breaks:
   a. Direct away from fire area

*Office personnel will contact each room (by messenger) in case of P. A. failure.*

**Flooding**
Loss or Failure Of Utilities

Motor Vehicle Crash

Psychological Trauma
PSYCHOLOGICAL RESPONSE TEAM - LOCATED AT THE COMMAND CENTER

Team 7 - Identify high risk students and provide consultation as needed

Personnel:
1. School Psychologist
2. School Counselor
3. Administrator overseeing counseling services
4. Other support staff as needed

General Responsibilities:
1. Determine need for psychological services
2. Review information to be shared with students, staff, and parents
3. Prioritize and provide intervention for students, staff, and parents
4. Refer to community agencies as appropriate
5. Debrief daily to review status, plan follow-up, and provide support for team members

Suspected Contamination of Food or Water

Unlawful Demonstration or Walkout
Emergency Evacuation Map
Santiago Charter Middle School
Alternate Evacuation Route to Amphitheater
515 N. Rancho Santiago Blvd, Orange CA 92869
714-997-6366

- Triage emergency area is located in lunch area