



SCHOOL SAFETY PLAN

2021-2022



CALIFORNIA SCHOOL FOR THE BLIND
500 Walnut Avenue
Fremont, CA 94536

State Special Schools & Services Division

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PREFACE

The Comprehensive School Safety Plan (CSSP) is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training in accordance with Education Code 32280-32288. It is designed to be an electronic or hard-copy Safety Plan.

The CSSP is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a “grab and go” guide in an actual emergency.

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SCHOOL SAFETY PLAN

SB 187 established that individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Ed. Code Section 32289)

Compliance Checklist for a Comprehensive School Safety Plan
California Education Code: Sections 32280-32289
Required Components for a Comprehensive School Safety Plan

Section 32281	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(b)(1) Plan is written and developed by a school site council (SSC)</p> <p>(2) The SSC may delegate this responsibility to a safety planning committee made up of principal/designee teacher, parent of child who attends the school, classified employee, and others, if desired</p>	Include date and plan	Include planning committee roster
<p>(b)(3) SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP The CSSP.</p>	Include date and plan	Comments

Section 32282		Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a)	CSSP includes, but is not limited to the following:	Include date and plan	Comments
(1)	An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information:	Include date and plan	Describe the data reviewed and key analysis points, and table of findings
	<ul style="list-style-type: none"> Office Referrals Attendance rates/School Attendance Review Board Suspension/Expulsion data California Healthy Kids Survey School Improvement Plan Local law enforcement juvenile crime data Property Damage data 		Document how this information was shared with SSC/planning committee

Section 32282	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(2) Appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified. These include but are not limited to the following:</p> <p>(A) Child Abuse Reporting procedures</p> <p>(B) Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following:</p> <p>(i) Earthquake emergency procedure system that includes:</p> <p>(I) A school building disaster plan</p> <p>Note: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners. These situations may include but are not limited to:</p> <p>Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes</p> <p>(II) a drop procedure (students and staff take cover) drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools</p> <p>(III)) protective measures to be taken before, during, and after an earthquake</p>	<p>Include date and plan</p> <p>Include date and plan</p> <p>Include date and plan</p> <p>Include date and plan</p>	<p>Additional items to consider:</p> <p>Threat Assessment Student Support Teams</p> <p>Include board policy and site-specific steps Use the Standardized Emergency Management System as detailed in the California Emergency Services Act 8607 and the supporting <i>California Code of Regulations</i> Detail response procedures may include:</p> <ul style="list-style-type: none"> • Lockdown • Secure School • Active intruder or other threat(s) <p>Describe information on training and exercise drills</p>

Section 32282	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedure		
(ii) Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency	Include date and plan	Comments
(C) Suspension/Expulsion policies and procedures	Include date and plan	Refer to board policy, include site-specific steps, if needed
(D) Procedures to notify teachers of dangerous pupils	Include date and plan	Refer to board policy, include site-specific steps, if needed
(E) Discrimination and Harassment Policy that includes hate crime reporting procedures and policies	Include date and plan	Include complaint and investigation procedure
(F) If a Schoolwide Dress Code exists, include prohibition of gang-related apparel	Include date and plan	Comments
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site.	Include date and plan	Reference campus visitor policies. Other items may include but are not limited to: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety
(H) Maintain a safe and orderly environment conducive to learning at the school	Include date and plan	Comments
(I) Rules and procedures on school discipline are established	Include date and plan	Comments
(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school- related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community	Include date and plan	Consult with local law enforcement partners on developing these procedures

Section 32282		Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(c)	Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	Include date and plan	Comments
(d)	Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented	Include date and plan	School must review, update and adopt by March 1
	An updated file of all non-sensitive safety-related plans and materials is readily available for inspection by the public		
(e)	The Legislature encourages the policies and procedures aimed at the prevention of bullying be included in the CSSP	Include date and plan	Comments The Legislature encourages, and the California Department of Education (CDE) concurs, that these procedures and other related policies be included in the CSSP
	AB 2291 requires that schools operated by a school district or county office of education (COE) and charter schools annually make bullying and cyberbullying training available to certificated school site employees and all other employees who have regular interaction with pupils		Online Bullying Prevention Training Programs can be accessed on the CDE Bullying Publication and Resources web page at https://www.cde.ca.gov/l/s/s/se/bullyres.asp

Section 32282.1		Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a)	Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):	Include date and plan	Include school counselors, nurses, coaches, athletic directors, and other positions, if used
	<ul style="list-style-type: none"> Mental health professionals, school counselors Community intervention professionals School resource officers, police officers on campus 		

Section 32282.1	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(b) The guidelines are encouraged to include strategies to create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time		
Section 32284	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school	Include date and plan	Comments
Section 32286	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Include date and plan	See Section 32288 for guidance on school district or COE approval timeline
Section 32288	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	Include date and plan	California Department of Education recommends that the plans be approved within a month of school approval or as soon as possible
(b)(1) Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions	Include date, agenda, and supporting communications	Seen notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)
(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281	Written notification to State Superintendent	Comments

SCHOOL PLANNING COMMITTEE

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance Counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

SAFETY PLAN SIGNATURE PAGE

The undersigned members of the CALIFORNIA SCHOOL FOR THE BLIND Administrative Team certify that the requirements for the SB 187 Safety Plan have been met.

Plan Approved By	Signature	Date
Gina Ouellette Superintendent		
Jennifer Simmons, Director of Student Services & Admissions		
Angela Martyn, Principal of Education Programs		
Shannon Johns, Principal of Career and Vocational Programs		
Adrian Amandi, Director of CERCBVI		
Evelyn Pate, Supervisor of Residential Programs		
Dawn Otis-Drowne, Business Manager		
Chemene Hooker-Henry, Director of Human Resources		

MANDATED POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

CHILD AND DEPENDENT ADULT ABUSE REPORTING

INTRODUCTION

The CSB Cabinet is concerned about the well-being of each student. It is the legal responsibility of all staff to comply with state law and school procedures designed to prevent, detect and report abuse and neglect of a child or dependent adult. The Superintendent and the Cabinet shall be responsible for establishing procedures for supervisors to follow when students make allegations of abuse.

The Director of Student Services and the Student Health Unit shall develop protocol for assessing and documenting medical complaints that may be associated with abuse. The Student Health Unit is responsible for processing paperwork related to any suspected abuse. The protocols will include abuse reporting, self-inflicted abuse and allegations of staff abuse.

All CSB employees are required to sign a form acknowledging their responsibility to report known or suspected abuse and their agreement to comply with legal and school reporting requirements. All employees shall attend training on detecting and reporting child abuse during new employee orientation, and on a yearly basis. All staff must pass a test at an 80% pass rate demonstrating their understanding of the law.

The following reporting policy and procedures ensure that all reports can be processed in a timely manner so the staff and school meet our professional and legal responsibilities.

CHILD ABUSE

What is Child Abuse?

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
 - a. Injury inflicted by another person.
 - b. Sexual Abuse.
 - c. Neglect of child's physical, health, and emotional needs.
 - d. Unusual and willful cruelty; unjustifiable punishment.
 - e. Unlawful corporal punishment.
2. Not Considered Child Abuse
 - a. Mutual affray between minors
 - b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self-defense.
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escape

Educating Students About Child Abuse

The School Psychologists shall be responsible for providing Child Abuse Orientation to 1st–12th grade students on an annual basis. Principals and Directors shall assist the School Psychologists in scheduling the training and providing support as needed. The School Psychologists shall meet with students in their respective school departments to ensure that day students are included in the training. School Psychologists are available to answer any questions during the group session. School Psychologists are also available for individual appointments to answer questions and to provide emotional support.

Students who are absent during the training and new students who enroll throughout the school year will attend this training with the department principal or designee.

The age-appropriate orientation shall include:

- The meaning of abuse
- The types of abuse (Physical, Sexual, Emotional and Neglect)
- Private areas of the body
- Self-protection techniques (stranger safety)

- Who to inform
- How to report abuse
- Solutions

Students shall also be informed that school staff is required by law to report child abuse to Child Protective Services for the child/teen's safety.

DEPENDENT ADULT ABUSE

The Welfare and Institutions Code requires that under specified circumstances persons must report instances of physical abuse of a dependent adult to designated agencies.

The mandate states: “Any mandated reporter who, in his or her professional capacity, or within the scope of his or her employment, has observed or has knowledge of an incident that reasonably appears to be physical abuse, as defined in Section 15610.63, abandonment, abduction, isolation, financial abuse, or neglect, or is told by an elder or dependent adult that he or she has experienced behavior, including an act or omission, constituting physical abuse, as defined in Section 15610.63, abandonment, abduction, isolation, financial abuse, or neglect, or reasonably suspects that abuse, shall report the known or suspected instance of abuse by telephone or through a confidential Internet reporting tool, as authorized by Section 15658, immediately or as soon as practicably possible. If reported by telephone, a written report shall be sent, or an Internet report shall be made through the confidential Internet reporting tool established in Section 15658, within two working days. Welfare and Institutions Code 15630(b)(1).”

Who is a dependent adult?

“Dependent adult” means any person between the ages of 18 and 64 years who resides in this state and who has physical or mental limitations that restrict his or her ability to carry out normal activities or to protect his or her rights, including, but not limited to, persons who have physical or developmental disabilities, or whose physical or mental abilities have diminished because of age.

“Dependent adult” includes any person between the ages of 18 and 64 years who is admitted as an inpatient to a 24-hour health facility, as defined in Sections 1250, 1250.2, and 1250.3 of the Health and Safety Code.

What is dependent adult abuse?

“Abuse of an elder or a dependent adult” means any of the following:

- (1) Physical abuse, neglect, abandonment, isolation, abduction, or other treatment with resulting physical harm or pain or mental suffering.
- (2) The deprivation by a care custodian of goods or services that are necessary to avoid physical harm or mental suffering.
- (3) Financial abuse, as defined in Section 15610.30.

SUSPECTED ABUSE OF STUDENTS BY STAFF

WHAT to Report

Abuse in out-of-home care includes “physical injury or death inflicted upon a child by another person by other than accidental means, sexual abuse as defined in Section 11165.1, neglect as defined in Section 11165.2, unlawful corporal punishment or injury as defined in Section 11165.4, or the willful harming or injuring of a child or the endangering of the person or health of a child, as defined in Section 11165.3, where the person responsible for the child’s welfare is a licensee, administrator, or employee of any facility licensed to care for children, or an administrator or employee of a public or private school or other institution or agency.” Penal Code §11165.5

The law requires that such abuse be reported. Any staff member who is involved in suspected physical and/or sexual abuse of students, regardless of the student's age will be reported to the superintendent, the CHP, and proper authorities in the California Department of Education.

A staff member, however, "shall not be subject to criminal prosecution or criminal penalties for the exercise during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning." EC 44807

NOTE: CORPORAL PUNISHMENT IS NOT PERMITTED.

"No person employed by or engaged in a public school shall inflict or cause to be inflicted corporal punishment upon a pupil. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing the infliction of corporal punishment upon a pupil attending a public school is void and unenforceable." EC 49001 (b)

Program advisories or other directives regarding the matter of corporal punishment may be issued by the State from time to time. When appropriate, copies will be issued to staff that will be responsible for abiding by them. When directed to do so, staff should place their copy in their handbook adjacent to this policy.

HOW to Report

A staff member who suspects or becomes aware of staff abuse of a student or students must immediately report this to his or her supervisor. If the staff member’s supervisor is not available, the staff member must report this to another supervisor or the site superintendent. If the superintendent is not available, the report must be made to the Director of Human Resources.

The supervisor and/or superintendent gathers information about what is reported to have happened, when, by whom and to whom, as well as the names of any witnesses. The supervisor and/or superintendent must document this information. If the superintendent is not involved in the

information-gathering process, then the completed report shall be provided to the superintendent within the same working day. In the absence of the superintendent, the superintendent's designee and the Director of Human Resources shall receive the report.

If there is reasonable suspicion that the abuse has occurred, the superintendent, the superintendent's designee, or the Director of Human Resources will contact the California Highway Patrol to make the report and request an investigation. The superintendent, the superintendent's designee, or the Director of Human Resources will also contact the Division Director at the California Department of Education.

Disciplinary Action of Staff Who Abuse Students

Abuse of students by staff may result in a suspension of the staff member during the course of, or as the result of, the investigation. Depending on the seriousness of the incident, abuse of students by a staff member can result in adverse action up to and including termination of employment, loss of credential and/or license, and/or legal charges.

SUSPECTED SEXUAL ABUSE OF STUDENTS ON CAMPUS

WHAT to Report

Any sexual assault involving a student must be reported to the California Highway Patrol or other appropriate law enforcement agency. "Sexual assault" includes violations of the Penal Codes.

Except for a credentialed School Counselor, who should consult Education Code §49602, a staff member who becomes aware of any sexual act between students, whether forced or consensual, must report the activity to his or her supervisor. The supervisor will make a determination regarding whether Law Enforcement and/or Child Protective Services will be contacted to make the determination regarding whether formal reporting is to occur.

School policy does not permit sexual relations on campus, in the dormitories, or off-campus during the school week between students of any age or sex. Such acts are subject to school discipline.

The parents/guardians of students over 18 years of age who are involved in sexual activity may be informed only with the consent of the student.

HOW to Report

When a staff member becomes aware of a suspected sexual assault of a student by another student, an *Incident Report* form must be completed immediately and brought to the attention of:

- The reporting staff member's supervisor (Supervisor of Residential Programs, Principal of Education Programs, Principal of Career and Vocational Programs, Director of Student Services and Admissions, and/or Director of the CERCBVI)
- The site superintendent. In the absence of the superintendent, the superintendent's designee shall receive the report.

The supervisor receiving the report will work collaboratively with the site superintendent and the supervisor of the program where the incident occurred.

The supervisor receiving the report and/or the superintendent will immediately contact the California Highway Patrol and/or Child Protective Services to make the report and request an investigation.

If the assault is in-progress or is life-threatening, contact 9-1-1 immediately.

If a student makes a report of rape within 72 hours of when the rape is alleged to have occurred, do not permit the student to wash or clean up in any way until law enforcement has indicated that it is appropriate to do so (i.e., after a sexual assault forensic exam has taken place).

If a student is being taken off-campus to a hospital emergency room or physician's office for follow-up on a sexual incident, the Student Health Unit must be notified so they can provide insurance and/or other medical information that may be needed at the time the student is being examined. A CSB staff member must accompany the student to the hospital or physician's office unless the parent/guardian

has arrived prior to the student leaving campus. The superintendent will determine which staff member is most appropriate to accompany the student.

WHOM to Contact

Any sexual act, forced or consensual, must be reported by the staff member to his or her supervisor. The only exclusion to this policy is when consensual activity which is not subject to mandated reporting laws (based upon the ages of those involved) is shared during the course of a confidential counseling session between a student and his or her school psychologist. This type of information is considered confidential under California State Law (Education Code §49602).

The supervisor receiving the report must inform the Director of Student Services and Admissions as well as the Superintendent.

Any suspected or alleged sexual assault will be reported to the California Highway Patrol (CHP) and/or Child Protective Services, as outlined in this policy.

The superintendent and/or supervisor will contact the student's parent/guardian to inform them of the situation.

Other Factors

Staff members are not required to give their home address or phone numbers to the police. Their work phone and address are sufficient for this purpose.

The press has access to police records, including police reports and arrest information.

MANDATED REPORTING PROCEDURES

The CSB Cabinet recognizes it is the legal responsibility of ALL CSB staff to report suspected or observed abuse and neglect of a child or dependent adult. The CSB Cabinet has established the following policy and procedures to make sure that all reports are processed in a timely manner so our staff and the school meet professional and legal responsibilities.

**Concern for the well-being and safety of CSB students
must be our primary responsibility.**

Responsible Individuals

Existing law, California Penal Code and California Education Code, requires certain medical, public, and professional personnel to report suspected incidents of child abuse to designated local agencies.

Penal Code §11166 requires any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment who he or she knows or reasonably suspects has been the victim of child abuse to report to the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare a written report thereof within 36 hours of receiving the information concerning the incident.

“Child care custodian’ includes teachers; an instructional aide, a teacher’s aide, or a teacher’s assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the School State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article.; and administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; ad administrator of a public or private day camp; an administrator or employee of a public or private youth center, youth recreation program, or youth organization;..”(Section 11165.7: Child Care Custodian).

It is the legal responsibility of ALL CSB staff to report suspected or observed child abuse and neglect. All staff members are required to report any observed or suspected child abuse and/or neglect to their supervisors immediately. This includes abuse-related statements made to staff from students. The supervisors will guide the staff member through the reporting process if needed. The staff member who suspects child abuse shall immediately make a report by calling and speaking with the proper authorities. The staff member shall also immediately complete the *Suspected Child Abuse Report* form. This form can be found in fillable PDF form by searching for “California Suspected Child Abuse Report form” on the internet. The completed *Suspected Child Abuse Report* form must be faxed to the investigating agency within 36 hours of receiving the information concerning the incident. Due to legal and ethical mandates, it is critical that staff members make the report immediately.

It is the responsibility of the staff member who suspects the abuse to make the report to Child Protective Services—Reporting it to your supervisor is NOT sufficient to meet your responsibility as a mandated reporter. Specific procedures are listed below.

WHAT to Report

Any report, knowledge, or observation of a child or dependent adult whom the staff member reasonably suspects has been the victim of child or dependent adult abuse. "Reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training experience, to suspect child abuse.

If physical signs of abuse are visible or suspected, the student is to be taken to the Student Health Unit (SHU) for treatment, if needed, and for documentation of any marks, bruises, or other physical injuries. A Student Health Unit nurse will complete a narrative report, photograph, and/or a body chart, if appropriate, which will be sent to the Director of Student Services and Admissions as quickly as possible.

If students have alleged recent sexual abuse and medical documentation and/or treatment may be needed, the Student Health Unit shall be contacted for assistance in making a referral to the appropriate medical facility.

HOW to Report

All reports of suspected abuse are to be immediately documented on the Suspected Child Abuse Report form by the staff member who becomes aware of the abuse. This form can be found in fillable PDF form by searching for "California Suspected Child Abuse Report form" on the internet.

After filling out the form, the staff member **must** make a verbal report by calling the child abuse reporting hotline for the appropriate investigating agency: Child Protective Services (CPS); Adult Protective Services (APS); or Law Enforcement. The staff member should contact the appropriate agency in the county where the child resides or where the abuse is believed to have occurred. The verbal report **must** be made **as soon as possible** after the staff member becomes aware of the suspected abuse. At the very least, the report should be made the same day the information is received.

After making the verbal report, the staff member **must** get the name and title of the person to whom they have made the verbal report. This information is required for completing the *Suspected Child Abuse Report* form.

The staff member should also request the fax number for the agency receiving the report.

Within 36 hours of making the verbal report, the staff member **must** fax the completed *Suspected Child Abuse Report* form to the fax number provided by the investigating agency official to whom the verbal report has been made. Although the staff member has up to 36 hours to fax the report to the appropriate agency, it is preferred that the report is faxed immediately after making the verbal report to the agency.

The staff member may request that his or her immediate supervisor is present when making the call to the investigating agency. **As mandated reporters, it is the legal and ethical responsibility of**

the staff member who has become aware of the suspected abuse to make the verbal and written report to the appropriate agency.
Reporting the abuse to one's supervisor does not take the place of the legal and ethical requirements to file a report with the proper authorities.

WHOM to Inform

A copy of the completed Suspected Child Abuse Report form should be provided to the Director of Student Services and Admissions. In the absence of the Director of Student Services and Admissions, the form should be provided to the staff member's direct supervisor. The Director of Student Services and Admissions may inform the other appropriate program supervisors (Principal of Education Programs, Principal of Career and Vocational Programs, and/or Supervisor of Residential Programs) that a report has been made in order to reduce or eliminate duplicate reporting in the event that they also become aware of suspected abuse through staff in their department(s). The supervisor receiving the report will inform the CSB superintendent of the situation.

The staff member who has reported the suspected abuse should verbally inform the student's school psychologist about the report as soon as possible, so that the school psychologist can speak with the student as well (if appropriate).

If a Protective Services worker and/or law enforcement officer request an interview with the student, the Director of Student Services or a CSB Principal will make the necessary arrangements to provide an appropriate location and time to interview the student.

SUICIDE PREVENTION

Suicide is a public health problem that is preventable and many youth suicides around the nation are prevented each year.

Since children spend so much of their week in school and staff interact with them daily, it is often school staff who first notice a child's warning signs. CSB staff members are in a prime position to recognize the warning signs.

Common Warning Signs

Observable behaviors may signal the presence of suicidal thinking. Warning signs include:

- Feelings of sadness, hopelessness, helplessness
- Significant changes in behavior, appearance, thoughts and/or feelings
- Social withdrawal and isolating himself/herself/themself
- Suicidal threats (direct or indirect)
- Suicide notes and plans
- History of suicidal ideation/behavior
- Self-injurious behavior
- Preoccupation with death
- Making final arrangements (e.g., giving away prized possessions, posting plans on social media, sending text messages to friends)

These behaviors may be a *cry for help* or opportunities to intervene. Warning signs indicate the need for an adult to inquire directly about whether the student has thoughts of suicide.

Also understanding risk factors can alert staff to be on the lookout for warning signs.

Risk Factors

Risk factors are characteristics or conditions that may increase the chance that a person may try to take their life. Suicide tends to be highest when someone has several risk factors at the same time. Risk factors may involve the person's family or environment. Risk factors include:

- Stressful events or situations (e.g., loss of person they care about, peer relations difficulty, gender or sexual identity unease, academic stress such as low grades)
- History of depression, mental illness, or substance/alcohol abuse
- History of suicide in family or a close friend
- History of mental illness in the family

There are important steps to follow when a staff observes warning signs or becomes aware of risk factors.

Reporting

Staff who have suspicions that a student may be considering suicide should complete an *Incident Report* form.

DISCIPLINE

DISCIPLINE

Student-Parent Handbook

Each family is provided with a Student-Parent Handbook upon the student's enrollment at CSB. The Student-Parent Handbook outlines the school calendar, schedule, rules, policies, procedures, and expectations for students.

Staff and Faculty Handbook

Each staff member is provided a Staff and Faculty Handbook at the beginning of each school year. This handbook outlines policies, procedures, and expectations for staff.

Overview

The California School for the Blind utilizes a number of disciplinary methods, including but not limited to community service, counseling, and opportunities to learn from one's mistakes. For serious violations of the Education and/or Criminal Codes, CSB may resort to suspension or even expulsion. However, over the past several years CSB has moved away from punitive disciplinary methods such as suspension and expulsion. CSB aims to plan meaningful disciplinary consequences that are educational in nature rather than punitive.

Zero-tolerance policies may seem like the answer to bad behavior in the heat of the moment. However, this short-term fix is based on fear. It focuses only on the rule that was broken and the punishment deserved. Instead of trying to make things right, it responds to the original harm with an additional harm. It doesn't get at root causes, doesn't try to repair the damage to relationships, and fails to prevent recurrence. The apparent expediency of a punitive approach is attractive to harried teachers and school administrators. However, it makes our school neither safer nor smarter, and has a disproportionately negative impact on students of color.

Disciplinary Procedures

When a staff member encounters a behavioral challenge with a student, he or she should work to resolve the issue in a professional manner. Some students present with behavioral challenges beyond the scope of typical (or Tier I) classroom management. In these cases, the teacher or service provider should consider the following options:

- Consultation with the classroom School Psychologist.
- Consultation with the current teacher, previous teacher, other service providers, and/or parent to determine what methods work with the student in other settings.
- Request a Student Staffing.
- Request a behavioral assessment.
- Request an IEP meeting.

In the event that a behavior is deemed by the classroom teacher or service provider to be so extreme or severe that further disciplinary action may be needed, the principal should be notified immediately in order to meet with the student and determine the need for further disciplinary action. If the principal is unavailable, another administrator should be alerted.

Upon notification of a significant disciplinary issue, the Discipline Review Committee will be convened to meet with the student, conduct student interviews, contact families, and determine appropriate consequences. As noted above, consequences may include but are not limited to a warning; detention; in-school or out-of-school suspension; or, for the most severe disciplinary problems, expulsion. Note that the California Education Code outlines expellable offenses.

When determining the appropriate disciplinary response, the Discipline Review Committee takes into account all relevant factors, including but not limited to whether the incident represents a repeat offense, the age and maturity of the student, the cognitive abilities of the student, the egregiousness of the incident, and what provoked the incident, among other factors. The committee makes every effort to ensure that each disciplinary action is fair, legally compliant, and designed to prevent or deter future misbehavior.

Incident Reporting

Certain behavioral infractions must be documented on an *Incident Report* form. This includes, but is not limited to, incidents involving physical aggression, significant verbal aggression, bullying, damage or loss of state or personal property, significant violation of health and safety rules, drug, alcohol, or tobacco possession or use, or significant violation of CSB rules. Staff should use professional judgment when determining whether or not an Incident Report is needed. As a general rule, if the staff member believes that the student may or should receive disciplinary action for the behavior in question, an *Incident Report* form should be completed.

The *Incident Report* form must include the name of the person completing the report; the name of the student(s) involved; the date, time, and location of the incident; a detailed description of the incident; and the staff member's response to the incident. The Incident Report must be completed by the staff member who witnessed the incident and submitted to the reporting party's supervisor by the end of the school day on which the incident occurred. **If staff uses the fillable pdf *Incident Report* Form in the public drive, submission by email to both Principals and the Director of Student Services occurs automatically by clicking on the "Submit by E-mail" button on the bottom of page two of the form.**

Staff members are also responsible for completing and submitting Incident Reports for significant incidents reported by a student, even if the staff member was not present at the time of the incident.

Please note the following:

*If the staff member has confirmed that another staff member has already submitted an Incident Report for the incident in question, he or she is not required to complete an additional report.)

***The Incident Report does not take the place of additional reports which may need to be filed under certain circumstances, including but not limited to a police report, Child Protective Services report, or Adult Protective Services report.**

Once an administrator has received the Incident Report, he or she will share it with appropriate personnel and take steps to address the incident, as described above in the *Disciplinary Procedures* section.

BULLYING

Policy

The California School for the Blind believes that all students have a right to a safe and healthy school environment. The district, schools, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The California School for the Blind does not accept behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The California School for the Blind expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The California School for the Blind has adopted a Student Code of Conduct to be followed by every student while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- 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 principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

What is Bullying?

The government website www.stopbullyingnow.gov defines bullying as follows:

“Bullying is aggressive behavior that is intentional (not accidental or done in fun) and that involves an imbalance of power or strength. Often bullying is repeated over time.”

- Bullying is different than conflict or disagreement between students.
- Bullying is about an imbalance of power, be it physical or psychological.

- Bullying is intended to harm or disturb others.
- Bullying is carried out repeatedly over time.
- Bullying can take many forms:
 - Hitting or punching
 - Teasing or name-calling
 - Intimidation
 - Social Exclusion
 - Sexual Harassment
 - Insulting messages sent via cell phone or on social-networking websites (“Cyber-Bullying”)

How is Bullying Different from Teasing?

- Bullying and its outcomes is intentional and is usually repeated.
- Teasing and its outcomes are often *not* intended; Teasing may be isolated or repeated.
- Teasing often is the result of a lack of awareness regarding potential outcomes.
- If teasing is repeated over time, it may become bullying.

Why Don't We Always Know When Bullying Is Happening?

- Bullies are often sneaky:
 - They know not to bully when an adult is around.
 - They bully in places that have less supervision.
- Students don't always report bullying:
 - There is a “code” that exists among students that you don't tell or “tattle” if you are being bullied.
 - Retaliation for bullying is expected to be worse than the bullying itself.
- Students may believe that nothing is going to change:
 - Lack of trust within the system
 - Prior experience has proven unhelpful

Warning Signs That Someone is Being Bullied

- Depression
- Anxiety
- Drop in grades
- Drop in attendance
- Psychosomatic symptoms
- Loss of personal possessions
- Few friends
- Loner/Isolated

- Afraid to go out and play
- Poor self-esteem
- Signs of physical confrontations (e.g., bruises)

What Can We Do About Bullying?

- When adults observe bullying:
 - Intervene immediately.
 - Remind the student of the community rule.
 - Document the incident, even if it looks minor; Do not judge the incident, report what you saw
- When bullying is reported by a student:
 - The goal is to build a community which does not tolerate bullying.
 - Create a word or a single warning system that clearly indicates to the bully that the behavior must stop or it will be reported.
 - Let the student know that you will document the incident, *and follow through*.

Tips for Helping Students Feel More Comfortable Talking to Adults

- Consistency among ALL adults on campus.
- Students should be able to speak with whichever adult they feel most comfortable with.
- Students need to know that no matter who they talk to, the situation will be addressed.
- Tell the student you will document the incident and be sure to follow through.
- Adults **MUST** set aside prior incidents or judgment of any student involved and simply report what the student says.
- Avoid judgments such as:
 - “She rarely tells the truth about anything.”
 - “He is so sweet, there is no way he did this.”
 - “She is so sweet; she must have made a mistake. I know she’ll never do this again.”
 - “He reported this type of thing last school year and it turned out to be false.”
 - “It’s not as big of a deal as she’s making it out to be.”
 - “This is just a part of growing up.”

Bullying Reporting Procedure

- 1) Ensure that the student is safe.
- 2) As soon as possible, take the student to a private location such as your office or workspace. Ensure that other students are not able to overhear your conversation.
- 3) Listen and validate the student’s feelings. Get the facts about the situation from the student’s perspective.
- 4) Document the incident using the *Incident Report* form. Remember to fill out **all** sections.

- a. Indicate the names of all students involved. Note who is the Target(s), Bully, and Witness(es)
 - b. Indicate the type of bullying.
 - c. Indicate whether the student is safe and whether the student was injured in the incident.
 - d. Describe the incident in detail.
 - e. Include any details about previous incidents or what leads you to believe this may be bullying and not an isolated incident.
- 5) Provide the form to your immediate supervisor, who will route the form to the appropriate personnel for investigation.
- 6) Assure the student that the incident will be investigated and encourage him or her to let you or another trusted adult know if the bullying continues.

COMMUNICATION MATRIX

The Communication Matrix outlines which staff members need to be informed regarding student incidents. Effective and prompt communication between appropriate staff provides a process where "staff who have a need to know" are informed about student-related incidents as they occur.

The Communication Matrix is intended to assist staff who have direct contact with students in determining whom they should inform (on or off campus) when various student incidents occur. Information needs to flow quickly between designated staff *within* each department, *between* departments and *across* work shifts. This enables everyone to be more watchful and vigilant in observing student behaviors, better prepared to handle student issues and provide a safer environment for all students.

How to Use the Communication Matrix

The Communication Matrix is organized so that the column headings represent the position of the staff member who has witnessed an incident or received information about an incident or situation is listed at the top of the column. Types of incidents are listed in each row. In order to determine who to inform about an incident or situation, the staff member should locate the type of incident on the Matrix, then inform the appropriate staff members based upon their position at CSB. For example, a Teaching Assistant who learned of suspected child abuse occurring in a student's home would inform CPS/APS/Law Enforcement, the student's principal, SHU (if treatment and/or documentation/physical evidence is required), the classroom psychologist, and the classroom teacher. Note that the list of contacts is **not** written in order of priority.

It is critical that staff members exercise professional judgment in how much information is shared. Not all details are essential for effective communication and not all details need to be shared about each student incident. It is important to recognize students' rights to confidentiality when decisions are made about what to share and with whom. Questions about the use of these charts and procedures should be discussed with your supervisor so that a full understanding of these procedures and their proper implementation is achieved.

Note: For any incident posing an imminent danger, staff should always contact 911 immediately.

Staff Training

Personnel new to CSB will receive training on the discipline policies as a routine part of their new staff orientation held in August of each school year. A Staff Handbook will also be provided which includes these policies.

All personnel will review the discipline policies annually during the Staff Development Week held in August of each school year, prior to the first day of school.

DANGEROUS STUDENTS

The CSB Superintendent and Cabinet shall develop a system to inform teachers, in accordance with law, about each student that has engaged in or reasonably suspected of engaging in a “dangerous act” within the past three years. In accordance with EC 49079, *“Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.”*

Education Code 49079 lists the following as “dangerous acts”:

- Physical injury to another person
- Willful use of force or violence upon another person, except in self-defense
- Possession, sale or otherwise furnishing a firearm, knife, explosive or other dangerous object
- Unlawful possession, use, sale or otherwise furnishing or being under the influence of, a controlled substance, alcoholic beverage or an intoxicant of any kind
- Unlawful offering, arranging or negotiating the sale of a controlled substance, alcoholic beverage or an intoxicant of any kind
- Commission or attempt to commit robbery or extortion
- Cause or attempt to cause damage to school or private property
- Stealing or attempt to steal school or private property
- Possession or use of tobacco or products containing tobacco or nicotine products
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Unlawful possession, offer, arrangement or negotiation to sell drug paraphernalia
- Disruption of school activities or otherwise willfully defying the valid authority of faculty and staff
 - Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grade 1 to 5, inclusive, shall not be suspended for any of the acts specified in this section; and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 1, inclusive, to be recommended for expulsion.
 - Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in this section.
- Knowingly receiving stolen school or private property
- Possession of an imitation firearm
- Sexual assault or sexual battery
- Harassing, threatening or intimidating a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully offering, arranging to sell, negotiating to sell, or selling the prescription drug Soma
- Hazing
- Bullying, including
 - Messages, texts, sound or images\
 - Post on a social network website
 - Cyber sexual bullying

Additional Infractions include:

1. Sexual harassment (EC 48900.2)
2. Hate violence (EC 48900.3)
3. Intentionally engaging in harassment, threats, or intimidation, directed against school personnel or pupils (EC 48900.4)
4. Terroristic threats against school officials or school property, or both. (EC 48900.7)

SEXUAL HARASSMENT

SEXUAL HARASSMENT

Definition

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

- (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
- (b) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or
- (c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Unlawful sexual harassment does not have to be motivated by sexual desire. Sexual harassment may involve harassment of a person of the same gender, regardless of either person's sexual orientation or gender identity.

Types of Harassment

Sexual harassment can include, but not be limited to:

- **“Quid Pro Quo”** (Latin for “this for that”): When someone conditions a job, promotion, or other work benefit on the submission to sexual advances or other conduct based on sex.
- **Hostile Work Environment:** When unwelcome comments or conduct based on sex unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive work environment. This may be experienced secondhand.

The harassment must be severe or pervasive such that it alters the conditions of the individual's employment and creates an abusive working environment. However, a single, unwelcome act of harassment may be sufficiently severe so as to create an unlawful hostile work environment. To be unlawful, the harassment must be both subjectively and objectively offensive.

Examples of Sexual Harassment

The following are examples of sexual harassment:

- Sending sexually suggestive or obscene communication via letters, notes, invitations, emails, text messages, social media, or other forms of digital media.

- Making sexually derogatory comments, slurs, jokes, remarks, rumors and/or epithets.
- Repeatedly standing too close or brushing up against a person.
- Repeatedly making sexual gestures.
- Displaying sexually suggestive objects such as images, magazines, books, cartoons, or posters.
- Verbal abuse of a sexual nature.
- Repeatedly asking a person to socialize during off-duty hours when the person has said no or has indicated that they are not interested.
- Impeding or blocking another person's movements.
- Graphic verbal commentaries about an individual's body.
- Sexually degrading words used to describe an individual.
- Making unwanted sexual advances, even if the attraction in the past has been wanted or was reciprocal. (Reciprocal attraction is not considered sexual harassment.)
- Hazing of an employee
- Reprisals or threats after negative response to sexual advances.
- Employment benefits affected in exchange for sexual favors.

Employee Responsibilities

Employees have the responsibility to adhere to the Department's policy and refrain from engaging in, condoning, tolerating, or leaving uncorrected conduct that violates this policy. It is the responsibility of all Department employees to ensure a discrimination and harassment free work environment. Employees who become aware of an allegation of sexual harassment should immediately report the allegation to their supervisor or the Office of Equal Opportunity.

Reporting Sexual Harassment

Employees who have been subjected to, or witnessed, sexual harassment are encouraged to immediately report such incidents to their supervisor or the OEO.

Employees are not required to confront the person(s) engaged in the conduct believed to be in violation of this policy at any time before or after filing a complaint. If the complaint involves supervisor(s) in the employee's direct chain-of-command, the employee may report the behavior to any uninvolved supervisor or the OEO directly. Reports to the OEO can be made either verbally or in writing, using the *Incident Report* form. This form can also be found on the CDE Intranet.

Retaliation

Retaliation is a term used when an employee asserts that they are experiencing reprisal for reporting harassment or participating in an OEO process. Retaliation is illegal and is not tolerated by CDE.

Liability

CDE is strictly liable for the harassing conduct of its employees, agents, and supervisors (managers, supervisors and administrators). CDE can also be held liable for the acts of its employees, if CDE knows or should have known of the existence of sexual harassment and fails to take immediate and appropriate action to ensure the conduct stops and will not recur. CDE can also be held liable for any

sexual harassment of an individual while conducting business associated with CDE. This includes but is not limited to, time during business travel, departmental meetings, and gatherings.

Individuals may also be held liable for acts of sexual harassment. Managers and supervisors can be held personally liable based on their failure to make immediate and appropriate action.

Training

All CDE employees must participate in a mandated training that is conducted by the OEO. Specifically, all rank-and-file employees are required to participate in a minimum of one (1) hour of prevention training once every two (2) years. Supervisory and managerial employees are required to participate in a minimum of two (2) hours of prevention training within six (6) months of assignment, and every two (2) years thereafter. Tracking and monitoring of trainings will be done by the OEO.

DRESS CODE

Students at CSB participate in learning activities inside the classroom, outdoors, and off-campus in the community. In any given week, activities can include swimming in the pool, gardening, or performing in a concert.

Staff members assist students in making clothing choices based on the environment, the activity, and the image they wish to portray about themselves.

While students are given the freedom to make informed clothing choices, there are instances where staff is asked to intervene. For example, student clothing choices **MUST**:

- Support physical safety
- Properly represent the image of CSB
- Reflect local law enforcement guidelines
- Support a positive, distraction-free learning environment

CSB asks that parents talk to their child about clothing choices and send their child with appropriate options.

Students are expected to dress in a manner that reflects their scheduled school activities.

GENERAL GUIDANCE

- Smell clean (No heavy perfumes or sprays, no smell of mold)
- Look clean (No stains, shredding, falling apart, tears)
- Reflect coverage appropriate for weather conditions
- Reflect the age of the student
- Reflect appropriateness for the educational setting

SHOES

Shoes must be:

- Worn at all times
- Supportive of foot and ankle during physical activities
- Appropriately sized
- Reflect the activity
- NO flip flops

PROPER FIT

- Undergarments must be completely covered
- Straps on shoulders must be at least 2 fingers wide (or covered by another article of clothing)
- Shirts and blouses for female students should not show cleavage

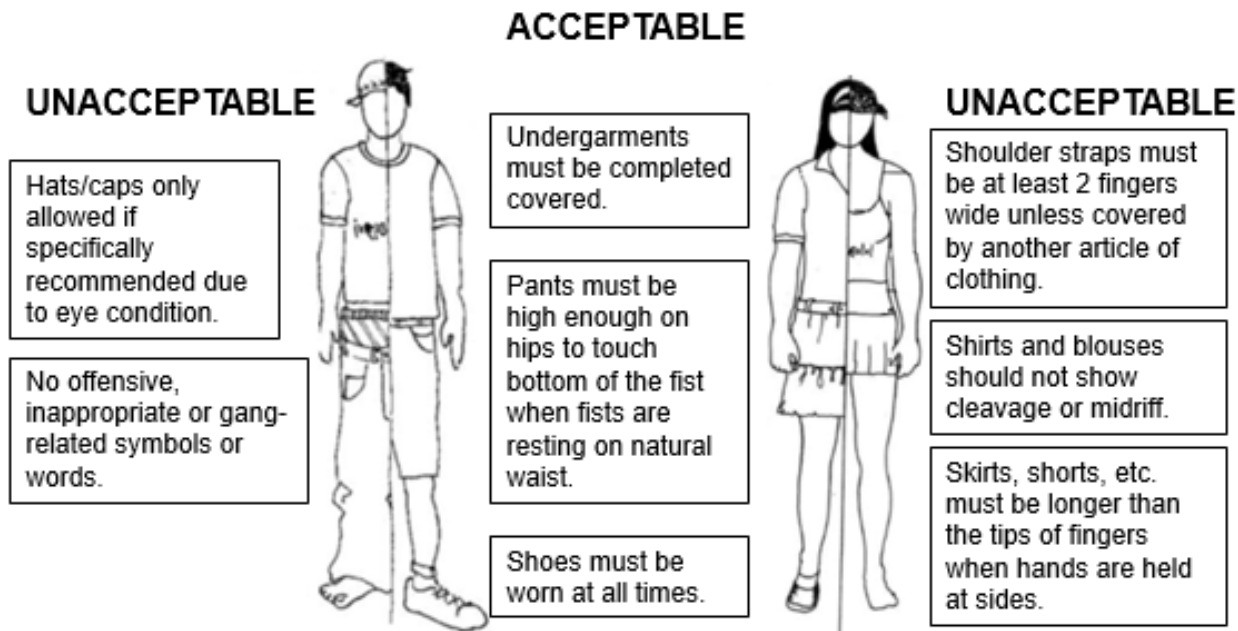
- Midriffs should not be exposed
- Pants must be high enough on hips to touch bottom of the fist when fists are resting on natural waist
- Skirts, shorts, etc. must be longer than the tips of the fingers when hands are held at sides

APPEARANCE

- Any article of clothing that has religious, racial or ethnic symbols that are offensive are PROHIBITED
- MUST NOT reflect gang-related associations (as outlined by Fremont police)
- NO offensive or inappropriate language or symbols
- NO apparel which depicts drugs, alcohol, weapons, violence

Students are not allowed to wear hats/caps at school, unless specifically recommended due to their eye conditions.

Students who violate the dress code will be required to change clothing. Parents may be contacted and/or disciplinary action taken if multiple violations occur.



SAFE INGRESS AND EGRESS

Non-residential students are dropped off and picked up by parents or local school district vehicles at designated sites in close proximity to the respective buildings. A staff member is present to accompany these students to their classrooms in the morning and to escort them to the transportation site in the afternoons. Students are released to parents and to individuals authorized on the emergency contact information sheet. When staff are unfamiliar with an individual, they request that identification be shown.

In the event of an emergency that requires evacuation, students, staff and visitors should assemble at the following evacuation areas:

ON-CAMPUS EVACUATION DURING SCHOOL HOURS

Primary Location: lawn area at the corner of Gallaudet Drive and Walnut Avenue

Secondary Location: CSB baseball diamond on Walnut Avenue behind the gym

ON-CAMPUS EVACUATION DURING NON-SCHOOL HOURS

Primary Location: beep ball field on Walnut Avenue behind the gym

Secondary Location: staff parking area on Walnut Avenue behind the residential apartments

OFF-CAMPUS EVACUATION

Primary Location: football field at the California School for the Deaf, Fremont

Secondary Location: The CSB Central Command Team shall determine the alternate evacuation assembly area and send this information to the Emergency Coordinator via the CSB alert system.

A project is currently in progress to create and post updated evacuation maps in each room and building on campus.

SAFETY DRILLS

EARTHQUAKE DRILLS

In accordance with CSB Policy, the CSB Superintendent and Cabinet require earthquake "Drop, Cover and Hold" drills be conducted each quarter for the entire school during the school year and during the summer session. The CSB administration believes the students and staff will be better prepared by having monthly preparedness drills and having the opportunity to figure out solutions to situations that arise during the drills.

Frequent drills and intense instruction can decrease the problems faced during this type of emergency. Earthquake drills help students and staff members learn how to react immediately and appropriately at the first indication of the ground shaking. (EC 35295-35297)

During the school day: Each Emergency Coordinator or designee shall conduct quarterly earthquake drills following the schedule developed by the School Safety Committee. The elapsed time between the alarm signal and the completed evacuation shall be identified. Any problems during the drill shall be reported.

During after school hours: Residential staff shall conduct quarterly earthquake drills following the schedule developed by the Supervising Counselors and Safety Coordinator. The elapsed time between the alarm signal and the completed evacuation shall be identified. Any problems during the drill shall be reported.

Whenever an earthquake alarm is sounded, all students, teacher, staff and visitors should immediately begin Drop, Cover and Hold procedures:

- DROP down on the floor.
- Take COVER under something sturdy, like a table or desk
- Protect head with arms, put back to windows
- HOLD on to shelter with one hand until the shaking stops. Be prepared to move with it if needed

Evacuation

Evacuation should NEVER be automatic when there is an earthquake. There may be more danger outside the building than there is inside.

During earthquake drills that include evacuation, students, staff and visitors should assemble at one of the following evacuation areas:

ON-CAMPUS EVACUATION DURING SCHOOL HOURS

Primary Location: lawn area at the corner of Gallaudet Drive and Walnut Avenue

ON-CAMPUS EVACUATION DURING AFTER SCHOOL HOURS

Primary Location: beep ball field on Walnut Avenue behind the gym

A project is currently being worked on to post updated evacuation maps in each room and building.

Alternate evacuation routes will be practiced during designated drills.

The Safety Coordinator shall document each drill conducted using the Evacuation Checklist.

Standards for a Successful Earthquake Drill

- The earthquake announcements can be heard by all staff, students and visitors.
- Immediately after the earthquake announcement, all students, staff and visitors shall:
 - DROP down to the floor
 - Take COVER under something sturdy
 - HOLD onto the shelter and be prepared to move with it.
- Evacuations shall occur when directed over the PA system. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff, students and visitors in order to reach the designated evacuation area.
- Administrators have taken roll once in the evacuation area. Any missing persons are immediately reported to an Administrator
- Upon sounding of the “All Clear”, students, staff and visitors return to their classroom or work area. Teachers will take roll again. Missing students should be reported to the Education Office.

CSB participates annually in the Great Shakeout earthquake drill jointly with the California School for the Deaf Fremont (CSDF) and Diagnostic Center North (DCN). Evacuation procedures are followed, and all sites gather at the CSDF football field, where lunch is also served by the Food Services staff so that they can also follow that department’s specific disaster response.

FIRE DRILLS

The California Education Code mandates the following number of drills for each school year: *elementary school, once a month; middle school, at least four times; high school, not less than twice.*

In accordance with CSB Policy, the CSB Superintendent and Cabinet require fire drills to be conducted once a month for the entire school during the school year and during the summer session. The CSB administration believes the students and staff will be better prepared by having monthly preparedness drills and having the opportunity to figure out solutions to situations and issues that may arise during the drills. Frequent drills and intense instruction can decrease the problems faced during this type of emergency.

During the school day: Emergency Coordinators or designees for all departments shall conduct monthly fire drills following the schedule developed by the Safety Coordinator. Immediately after each drill, an *Emergency Preparedness Drill Report* shall be sent to the Superintendent, the Director of Personnel and the Director of Student Services. The elapsed time between the alarm signal and the completed evacuation shall be identified. Any problems during the drill shall be reported.

During after school hours: Residential Staff shall conduct monthly fire drills following the schedule developed by the Supervising Counselors. The elapsed time between the alarm signal and the completed evacuation shall be identified. Any problems during the drill shall be reported.

1. Whenever the fire alarm is given, all students, staff and visitors shall quickly leave the building in an orderly manner. Teachers and Teaching Assistants shall ensure that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Administrators shall take their Evacuation Checklist and take roll once in the evacuation area. Teachers should be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The Safety Coordinator shall keep a copy of each drill conducted on the *Evacuation Checklist* form.

Evacuation

All fire drills include evacuation procedures.

During the evacuation portion of fire drills, students, staff and visitors should assemble at one of the following evacuation areas:

ON-CAMPUS EVACUATION DURING SCHOOL HOURS

Primary Location: lawn area at the corner of Gallaudet Drive and Walnut Avenue

ON-CAMPUS EVACUATION DURING AFTER SCHOOL HOURS

Primary Location: beep ball field on Walnut Avenue behind the gym

A project is currently being worked on to post updated evacuation maps in each room and building.

Alternate evacuation routes will be practiced during designated drills.

The Safety Coordinator shall document each drill conducted using the Evacuation Checklist.

Standards for a Successful Fire Drill

- The Fire Alarm can be heard by all staff, students and visitors.
- Orderly evacuation begins immediately and is completed within 10 minutes of the initial alarm, with minimal congestion in walkways and sidewalks.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Administrators have taken roll once in the evacuation area. Any missing students are immediately reported to an Administrator.
- Upon sounding of the "All Clear" students, staff and visitors return to their classroom or work area. Teachers take roll upon arrival to classroom. Missing persons are reported to the Education Office.

ACTIVE SHOOTER / LOCKDOWN DRILLS

Elementary schools should conduct an Active Shooter/Lockdown Drill every other year. Middle and high schools should conduct an annual drill. Drills should take no longer than 40 minutes and impact class time by 20 minutes.

There are a number of steps that are recommended in order to successfully conduct a drill. These include:

1. Conduct a staff meeting. Plan on a 20-minute timeframe to review expectations and standards in terms of:
 - a. Locking doors
 - b. Covering windows
 - c. Turning off lights
 - d. Building barricades
 - e. Reviewing classroom and all clear procedures
 - f. Reviewing off site evacuation locations
2. Send a follow-up reminder email to staff
3. Organize the assessment team (administrators)
4. Conduct the drill using the assessment checklist
5. Complete follow-up tasks

Recent studies show that holding active shooter drills can be traumatic for participants. It is recommended that mental health practitioners be available before and after these types of drills to ensure the mental wellbeing of students and staff.

Evacuation

All active shooter/lockdown drills include evacuation procedures.

During the evacuation portion of drills, students, staff and visitors should assemble at one of the following evacuation areas:

ON-CAMPUS EVACUATION DURING SCHOOL HOURS

Primary Location: CSB Theater

Secondary Location: To be determined by Fremont Fire/Police Department personnel

ON-CAMPUS EVACUATION DURING AFTER SCHOOL HOURS

Primary Location: beep ball field on Walnut Avenue behind the gym

Secondary Location: To be determined by Fremont Fire/Police Department personnel

A project is currently being worked on to post updated evacuation maps in each room and building.

Alternate evacuation routes will be practiced during designated drills.

The Safety Coordinator shall document each drill conducted using the Evacuation Checklist.

Standards for a Successful Active Shooter/Lockdown Drill

- Announcements can be heard by all staff, students and visitors.
- Administrators check each room to ensure proper procedures are demonstrated (doors locked, participants silent and hidden)
- Administrators provide a “Clear” for each room.
- Orderly evacuation begins immediately upon notification of an “Clear” by an administrator.
- “Clear” is declared for all areas of the campus within 20 minutes of the initial alarm, with minimal congestion in walkways and sidewalks.
- Teachers and students proceed and check in to the Theater.
- Administrators have taken roll once in the evacuation area. Any missing students are immediately reported to an Administrator.
- Upon declaration of an “All Clear,” students, staff and visitors return to their classroom or work area. Teachers take roll upon arrival to classroom. Missing persons are reported to the Education Office.

EMERGENCY PROCEDURES

DEFINITIONS

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually, a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term "emergency" is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

EMERGENCY PHASES

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

EARTHQUAKE

Duck, Cover, and Hold On

Whenever an earthquake occurs, all students, teacher, staff and visitors should immediately begin Drop, Cover and Hold On procedures:

- DROP down on the floor.
 - Take COVER under something sturdy, like a table or desk
 - Protect head with arms, put back to windows
 - HOLD on to shelter with one hand until the shaking stops. Be prepared to move with it if needed
-
- Be aware of hazards: All personnel should be aware of the following serious hazards caused by earthquake tremors and plan emergency action accordingly:
 - Falling or flying debris
 - Broken and flying glass; objects can dislodge during the quake and fly hundreds of feet across the room
 - Falling light fixtures
 - Falling electrical wires
 - Objects falling from shelves
 - Falling bookcases, filing cabinets, etc.
 - Broken gas lines, escaping gas, explosion

CAUTION: Do not be surprised if the sprinkler systems or fire alarms activate. Do not light matches or candles during or after an earthquake. Do not run during an earthquake as it is dangerous

- **Stay calm and reassure students/staff during and after an earthquake;** Lend a helping hand to those in distress
- **Response to earthquake tremors:** When earthquake tremors occur, all students and staff shall immediately stay in the "Duck, Cover and Hold" position until the shaking stops; Refer to the emergency response instructions provided below.

Emergency Response in Different Locations

INSIDE A BUILDING: Get under a desk or table, cover your head with one arm and hold onto the desk or table leg with the other hand; If you are not near a desk or table, move against an interior wall or sit in a corner (not near windows, glass or bookcases); Kneel alongside wall, bend head close to knees, cover sides of head with elbows and clasp hands firmly behind

neck; If notebooks, books, backpacks, or jackets are available hold over head for added protection from flying glass, falling objects and ceiling debris

In these locations, assume the "Duck, Cover and Hold" position and follow the additional instructions when possible:

LIBRARY: Move away from windows and bookshelves

THEATER: Stay in your seat and protect your head with your arms or books; Do not try to leave until the shaking has stopped

KITCHEN: Turn off the gas stove if possible; Move away from the refrigerator, stove and overhead cupboards

OUTDOORS: When possible, move to a clear area, away from trees, signs, buildings, or electrical wires and poles; Assume "Duck, Cover and Hold" position in an open space; Remain in position until shaking stops; Assemble at the assigned area away from buildings

SIDEWALK NEAR BUILDINGS: Duck into a doorway to protect yourself from falling bricks, glass, plaster, and other debris

FIELD TRIP AT A CROWDED STORE OR OTHER PUBLIC PLACE: Do not rush for exits; Move away from windows and display shelves containing objects that could fall

DRIVING: Pull over to the side of the road and stop; Do not stop on a bridge or near an overpass; Avoid parking near power lines and other hazards; Stay inside the vehicle until the shaking stops; If you're a passenger in the bus, remain in your seat and hold on.

Earthquake During the School Day

Each staff member is responsible for determining when it appears to be safe to evacuate. Do not wait to be told to evacuate. Staff and students should proceed to the following assembly area (same areas as for fire drills) unless the CSB Central Command Team has determined an alternate location. The Central Command Team will send this information to the Emergency Coordinators via the CSB alert system. The evacuation assembly areas are:

ON-CAMPUS EVACUATION DURING SCHOOL HOURS

Primary Location: lawn area at the corner of Gallaudet Drive and Walnut Avenue

Secondary Location: CSDF Football Field

Earthquake During After School Hours

Decision to Evacuate: Each staff member is responsible for determining when it appears to be safe to evacuate. Do not wait to be told to evacuate. Staff and students should proceed to the following assembly area (same areas as for fire drills) unless the CSB Central Command Team has determined an alternate location. The Central Command Team will send this information to the Emergency Coordinators via the CSB alert system. The evacuation assembly areas are:

ON-CAMPUS EVACUATION DURING AFTER SCHOOL HOURS

Primary Location: beep ball field on Walnut Avenue behind the gym

Secondary Location: CSDF Football Field

The residential staff shall instruct students to bring their coats, blankets and regular shoes to the evacuation assembly area.

Staff Working on Other Buildings On Campus During Off Campus Hours

Procedure for staff that do not work in the Residential program: Staff working in buildings during after school hours shall follow this procedure:

1. Follow fire emergency protocol and evacuate to the CSB baseball diamond.
2. If able to volunteer, assist the residential staff

Earthquake During Meal Time

If an earthquake should occur in the kitchen-dining room area during meal time, all students and staff shall seek immediate cover under tables or other protective objects. If possible, the dining tables should be placed in the center of the room, and chairs should be used as shields against flying glass.

FIRE

Evacuation

Staff on duty shall be directly in charge of student evacuation. The evacuation routes, pre-arranged by the Emergency Coordinator, shall ensure that students will avoid interfering with, or being endangered by fire equipment or fire fighters. Routes may vary depending on severity and location of incident and weather.

Evacuation Routes

Routes may vary depending on severity and location of incident and weather. Emergency Coordinators shall inform the Central Command Team when the evacuation assembly area is changed.

Fire During the School Day

Any person discovering fire shall turn on the alarm by breaking the nearest alarm box glass or pulling the fire alarm handle. The signal will be a continuously ringing bell. This will be the signal for on-campus evacuation. Close all doors and windows in the vicinity of the fire if there is time to do this with ease. Do not risk your life to close doors and windows. The Fire Department prefers that doors and access routes be unlocked when possible.

Remember the acronym "R-A-C-E"

1. **R**: Rescue / Remove (personal safety first)
2. **A**: Alert / Activate alarm
3. **C**: Contain / Close doors
4. **E**: Evacuate / Extinguish (use your judgment)

There will be immediate action by the Central Command Team and all staff assigned to emergency response roles.

On-Campus Evacuation Assembly Areas During School Hours

When on-campus evacuation is ordered by the Central Command Team and/or Emergency Coordinator, students/staff proceed to the following assembly areas:

ON-CAMPUS EVACUATION DURING SCHOOL HOURS

Primary Location: lawn area at the corner of Gallaudet Drive and Walnut Avenue
Secondary Location: CSDF Football Field

Fire During After School Hours

If a fire occurs during evening/night when the staff is at minimum, the person discovering the fire shall pull the alarm at the nearest alarm box; then alert the night SRP and, if feasible, alert previously selected and trained student monitors and evacuate the building immediately. Pulling the fire alarm makes automatic contact with 911.

Central Command Team and **Damage Control** should be called without delay.

All students shall be awakened by alarm or other signal. They shall grab protective clothing (such as regular shoes) or blanket/coats (as instructed in drills) and initiate immediate on-campus evacuation.

Follow the procedures in the “Fire During the School Day” section.

On-Campus Evacuation Assembly Areas During After School Hours

Assembly areas for on-campus evacuation during after school hours:

ON-CAMPUS EVACUATION DURING AFTER SCHOOL HOURS

Primary Location: beep ball field on Walnut Avenue behind the gym

Secondary Location: CSDF Football Field

Fire During Meal Time

If fire should occur in the kitchen-dining room area during meal time, the person discovering the fire shall turn in the alarm by breaking the glass in the nearest alarm box; then immediately notify the counselors who are supervising the dining areas. Students shall evacuate the dining rooms and proceed to the designated assembly area.

Kitchen Personnel

Kitchen personnel shall be assigned Search and Locate duties. Kitchen personnel should be directed to turn off all gas stoves and other appliances.

Fire During the Weekend

Procedures for a fire emergency during the weekend should follow the plans outlined above. Because there are a minimal number of student residents during the weekend, the affected residence will contain fewer students and consolidation will result in a wider range of children. Special provisions in the procedure of drills, roll-taking, and other special adaptations shall be devised to meet these conditions by residence personnel.

POWER OUTAGE / ROLLING BLACKOUT

It is the intent of the CSB Administration Team that CSB will remain open during a power outage.

There are several stages of alerts that are broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the
- California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5)
- percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

Once notified of a Stage 3 Emergency:

- Turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are

commuting to work for the status of the day.

Preparing for an Outage

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e., flashlights & batteries.
- Find out if when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Ask teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of the site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit the site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

During an Outage

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF THE SITE IS EXPERIENCING A BLACKOUT.
- Phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the Superintendent should contact the District Superintendent for instructions (release students/staff, evacuation to another site, etc.).

SHELTER IN PLACE

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, wild animals or a predator in the neighborhood.

When shelter-in-place is necessary:

- If outside, go to the nearest classroom or building and stay there.
- All staff will close and lock doors and windows.
- Residential counselors/staff will be responsible to gather students into one area of the dorm (living room) and seal doors, windows and vents, if necessary
- If an incident occurs during meal time, students and staff will remain in the dining room and the area will be sealed.
- Students and staff will “stay put,” i.e., remain in classrooms, dorms, gym, etc. until released upon notice from the Incident Commander or proper authorities.

NOTE: In the event of a chemical or biological terrorist attack, staff should also follow the “shelter-in-place” procedures listed below.

- Depending on severity of the situation and instructions from local authorities, staff should be prepared to seal doors, windows, and vents using plastic and/or duct tape. Tape cracks in windows. Windows that don't open do not need to be sealed.
- Cover mouth and nose with cloth or paper towels, if necessary.
- Cover up food not in containers or put in the refrigerator
- Teachers in academic buildings will be responsible for sealing doors and vents in their classrooms, if necessary

Evacuation

When an evacuation is necessary

Key personnel will alert appropriate Emergency Coordinators. Operations Coordinators will contact van drivers who will come immediately to the school to transport students to a location away from campus. Depending on the location of the incident, CSB's off-site locations are:

Primary Location: CSDF football field

Secondary Location: Fremont Hub - Parking lot at the corner of Paseo Padre Parkway and Walnut Avenue (near the Target store)

- Staff from all departments will escort students to the transportation area in a quiet, orderly manner, providing this area is not the site of the material hazard/toxic spill. An alternate location will be selected by the Incident Commander if necessary

- Van drivers will be notified by the Incident Commander or Central Command Team as to an assembly area a safe distance away. It will be necessary to make several shuttle runs from the school to the assembly area in order to evacuate all students and staff.
- Staff will accompany students they are responsible for to the assembly area and remain with them until they have been instructed to return to school.

BOMB THREAT

A bomb threat may occur through a phone call, email or text messages, postal or other mail delivery services and through other means.

When the report or threat is received, the recipient shall record as much information as possible and bring the information as soon as possible to the supervisor and to the Superintendent or designee.

When the report or threat is received via a communication device or a reporter, the recipient of the message should:

- Signal someone to alert the Incident Commander or Operations Coordinator to come to your office; Plan a pre-arranged signal for this type of emergency
- Record information on the Bomb Threat Checklist while communicating with the person making the threat or the person reporting a suspected bomb (student, staff member, parent, etc.)
- When the checklist is unavailable, attempt to record everything the person says, the exact time the information was received, any type of contact or identification numbers or information, and ask:
 - When is the bomb going to explode?
 - Where is the bomb?
 - What kind of bomb is it?
 - What does it look like?
 - Why is the person doing this?
 - What is the person's full name?
 - What is the person's exact location?
- Keep the person who is making the threat or report on the communication device as long as possible to obtain the needed information
- Do not end the conversation or turn off the communication device; Even if the caller stops communicating, stay on the communication device as the police may be able to trace the conversation
- Let the person making the threat talk and vent. Do not interrupt or ask questions until the person has shared their information
- Identify information that might provide clues to the person's identification ; Make an educated guess as to the person's sex, age, race, distinguishing speech or language

- patterns or expressions , accent, and anything else that might be helpful
- Print copies of text or email messages and give them to the Incident Commander or designee
- Provide information as quickly as possible to the Incident Commander so the Central Command Team can formulate an action plan

If necessary, the Superintendent or designee will

- Call 9-911 and give the following information:
 - Name of Superintendent or designee
 - Call-back phone number
 - Exact street location with the nearest cross street
 - Nature of the incident
 - Number and location of people involved and/or injured
- Evacuate involved buildings using fire drill procedures. *Designee must have Superintendent's permission to evacuate the entire site.*
- Determine if everyone has evacuated the buildings. Report missing persons to administrators taking roll
- Maintain an open telephone line for communications (call-back phone number)
- Secure all exits to prevent re-entry to buildings during the search period.
- Ensure people stay clear of all buildings. A bomb may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

First Responders shall organize a search team to check for suspicious objects. A bomb can be disguised to look like any common object.

UNAUTHORIZED VISITOR

Identification of individuals who may not visit the campus:

1. Expelled Student – A student expelled from CSB or CSDF will not be allowed on campus for a period of time specified by the expulsion order.
2. Suspended Student - A student suspended from CSB will not be allowed on campus during the length of the suspension.
3. Non-Students - Individuals may be denied visitation if their records indicate their behavior has caused difficulty in the past.
4. Other - Individuals who meet the criteria listed in the “Denial of Visiting Privileges” section below will not be authorized to visit the CSB campus.

A list of individuals and, if appropriate and available, a photo, who are not permitted to be on campus will be maintained in the Administration and Education buildings. If a person on the list is observed on campus, they must be asked to immediately leave. If the individual refuses to leave, staff should call 911 and notify a supervisor.

When a staff member observes an unauthorized visitor on campus, they should:

1. Contact Security at (510) 714-7795
2. If comfortable doing so, ask the person to leave the campus.
3. If not comfortable, call 9-911 or CHP at (707) 551-4100.

LOCKDOWN

A school lockdown is when students and staff members are confined to their rooms or participate in an organized evacuation due to a perceived or real threat.

These situations are probably the least predictable and most dangerous of emergency situations that may confront school officials. There is no guaranteed right way to handle a lockdown. The school must work to:

- Prepare students/staff to respond immediately and appropriately to the threat.
- Remove students/staff from the threat, only under police direction.
- Isolate the dangerous situation from much of the school.
- Allow for an accurate accounting of students and staff.
- Depending on the situation, facilitate an organized evacuation away from the dangerous area, only under police direction.

Conditions Requiring the Activation of a Lockdown

A school lockdown shall be activated when:

- Someone has a gun/weapon on campus.
- Someone with a gun/weapon is en route to campus.
- Shots are heard on campus.
- The police notify the school they are in pursuit of a dangerous suspect/s in the area.
- Other types of imminent danger are present

Safety Precaution Tips during a Lock Down

- Try to remain calm and encourage others to remain calm.
- If you are not in a room, get into the nearest room if possible.
- **Lock the door. This is the most important step.** If you are in an area where the door doesn't lock, barricade the door with heavy materials such as desks, chairs and bookcases. If the room doesn't have a door, go to a room that does if possible.
- Turn off the lights, projectors or any other unnecessary devices that may indicate a room is occupied. Silence cell phones (mute, turn to vibrate). Turn off radios. Messages from the Central Command Team will be sent via pagers to staff assigned CSD pagers. Messages will also be sent to all staff via computers so leave the computer on and check it periodically. Cover the monitor as the light may let an

intruder know you are in the room.

- Close windows, blinds and curtains. Stay away from windows. Try to find a place where no one can see you or where you have protective cover (e.g., behind desks, file cabinets, etc.). If a group of people is hiding, each person should hide in a different spot or set up an inner barricade in the area. Use creativity.
- Find a secure place to hide.
- In all situations, be quiet and don't make any noise. Don't talk or make any movements. Try not to laugh, cough, sneeze, etc.
- Remain in Lockdown status until a school administrator comes around and unlocks the door for you. Do not go looking for the school administrator. Do not release students until you receive the "All Clear" signal even if it is time for them to go to school in the morning or to go home after the school day.
- Do not allow students to leave the room to use the restroom during a lockdown when the intruder(s) is on campus or in the building. Set up a privacy screen. During this type of lockdown, use the trash can and plastic bags for restroom facilities.
- Do not trust anyone you don't know except for police and firemen.
- If the fire alarm goes off do not evacuate the building unless told to by school personnel, police officers or firefighters. The fire alarm may have been started by the intruder.
- Inform students that the police may perform a physical search on students and staff for weapons or bomb triggering devices. They may also remove or look through purses and backpacks.

Evacuation

When instructed by a First Responder to evacuate, staff and students should proceed to the following assembly area unless the CSB Central Command Team has determined an alternate location. The Central Command Team will send this information to the Emergency Coordinators via the CSB alert system. The evacuation assembly areas are:

ON-CAMPUS EVACUATION DURING SCHOOL HOURS

Primary Location: CSB Theater

Secondary Location: To be determined by First Responders and/or Incident Command

POISONING

When a student ingests a poisonous substance:

- Call Poison Control Center at **1-800-222-1222**
 - Take appropriate first aid measures
- Call parents.
- Notify Student Health Unit

HAZARDOUS MATERIAL /TOXIC CHEMICAL SPILL

When a hazardous material or toxic chemical spill occurs nearby, the Fremont Fire Department will be on the scene and make all decisions regarding any evacuation to nearby areas. The on-site Fire Department Incident Commander will contact CSB's Incident Commander if it becomes necessary to evacuate.

The Central Command Team shall conduct an analysis of the situation and coordinate emergency response services with the Fremont Fire Department Hazmat Response Department. They shall call 9-911 and plan for the following possible scenarios:

- Shut off Heating Ventilation and Air Conditioning (HVAC) to building/s.
- Inform staff and students to:
 - Shelter-in-Place due to hazardous material or toxic chemical spill
 - Possibly seal area.
 - Cover their nose and mouth with a cloth or paper towel.
 - Inform staff to evacuate in school buses to a safe location

Shelter-In-Place

When shelter-in-place is necessary:

- If outside, go to the nearest classroom or building and stay there.
- All staff will close and lock doors and windows.
- Residential counselors/staff will be responsible to gather students into one area of the dorm (living room) and seal doors, windows and vents, if necessary
- If an incident occurs during meal time, students and staff will remain in the dining room and the area will be sealed.
- Students and staff will "stay put," i.e., remain in classrooms, dorms, gym, etc. until released upon notice from the Incident Commander or proper authorities.
- Depending on severity of the situation and instructions from local authorities, staff should be prepared to seal doors, windows, and vents using plastic and/or duct tape. Tape cracks in windows. Windows that don't open do not need to be sealed.
- Cover mouth and nose with cloth or paper towels, if necessary.
- Cover up food not in containers or put in the refrigerator
- Teachers in academic buildings will be responsible for sealing doors and vents in their classrooms, if necessary

Evacuation

When an evacuation is necessary

Key personnel will alert appropriate Emergency Coordinators. Operations Coordinators will contact van drivers who will come immediately to the school to transport students to a location away from campus. Depending on the location of the incident, CSB's off-site locations are:

Primary Location: CSDF football field

Secondary Location: Fremont Hub - Parking lot at the corner of Paseo Padre Parkway and Walnut Avenue (near the Target store)

- Staff from all departments will escort students to the transportation area in a quiet, orderly manner, providing this area is not the site of the material hazard/toxic spill. An alternate location will be selected by the Incident Commander if necessary
- Van drivers will be notified by the Incident Commander or Central Command Team as to an assembly area a safe distance away. It will be necessary to make several shuttle runs from the school to the assembly area in order to evacuate all students and staff.
- Staff will accompany students they are responsible for to the assembly area and remain with them until they have been instructed to return to school.

BASIC FIRST AID

Fainting, Unconsciousness and Shock

1. Have victim lie down and raise legs.
2. Call 9-911 land line or 911 cell phone.
3. Keep victim comfortable, not hot or cold.
4. Ask or look for emergency medical ID.
5. Treat other injuries as necessary.

Continuous Chest Compression CPR

1. Shake the victim's shoulders for responsiveness
2. Call 9-911 land line or 911 cell phone.
3. Place victim on back.
4. Place heel of hand on top of other hand.
5. Place hands in the center of the chest.
6. Lock elbows and pump hands hard and rapidly into the chest.
7. Pump 100 times per minute. Do not pause or stop as the blood flow to the brain will stop. Continue pumping until the paramedics arrive.
8. Continue pumping, even if the person gasps.

Mouth-to-Mouth Resuscitation CPR

1. Shake the victim's shoulders for responsiveness.
2. Call 9-911 land line or 911 cell phone.
3. Place victim on back
4. Tilt victim's head back to open airway.
5. Close victim's nostrils with fingers.
6. Inhale and place your mouth over victim's mouth
7. Exhale until victim's chest expands.
8. Repeat every five seconds.
9. Keep trying until help arrives.
10. If problem, check victim for airway obstruction.

Severe Bleeding and Wounds

1. Avoid direct contact with blood. Wear surgical gloves when bleeding is involved.
2. Call 9-911 land line or 911 cell phone.
3. Use clean cloth or hand to apply direct pressure on wound.
4. Elevate body part.
5. Add more cloth if blood soaks through.
6. Keep pressure on wound until help arrives.

Choking

1. Place victim on side and with finger, remove foreign matter when obvious.
2. Use abdominal thrusts.

Heart Attack

1. Place victim lying down on back.
2. Call 9-911 land line or 911 cell phone
3. Give resuscitation or CPR as necessary (if trained)
4. Keep victim comfortable, not hot or cold.
5. Ask or look for emergency medical ID.

Burns

1. Immerse burned area in cool water.
2. Call 9-911 land line or 911 cell phone.
3. Cover burn with dry bandage.
4. Keep victim quiet and comfortable.

Fractures and Sprains

1. Keep victim still, and injured area immobile.
2. Call 9-911 land line or 911 cell phone

CAUTION: HEAD, NECK or BACK INJURIES: Any victim suspected of having a head, neck or back injury should be kept absolutely still. Treat for shock if necessary, and keep warm. Do not move unless absolutely necessary and there is more threat of injury if not moved. (Fire, falling building Debris, etc.)

Epileptic Seizures

1. Do not restrict movements, and place victim on side.
2. Prevent possible further injury by removing nearby objects.
3. Loosen restrictive clothing
4. Let the convulsion run its course, and note length of seizure.

TRIAGE

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster.

First Priority RED Tag	Second Priority YELLOW Tag	Third Priority GREEN Tag	Lowest Priority BLACK Tag
<ul style="list-style-type: none"> • Airway and breathing difficulties • Cardiac arrest • Uncontrolled or suspected severe bleeding • Severe head injuries • Severe medical problems • Open chest or abdominal wounds • Severe shock 	<ul style="list-style-type: none"> • Burns • Major multiple fractures • Back injuries with or without spinal cord damage 	<ul style="list-style-type: none"> • Fractures • Other minor injuries 	<ul style="list-style-type: none"> • Obviously mortal wounds where death appear reasonably certain • Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic lifesaving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins

- If not breathing, tag BLACK (dead) DO NOT PERFORM C P R
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag RED
- If patient can follow simple commands, they will be tagged YELLOW or GREEN
- This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e., multiple fractures would require a higher level of treatment than superficial lacerations)

PANDEMIC

The California Department of Public Health defines a “pandemic” as a serious disease that spreads around the world. Pandemic flu is caused by a new influenza A virus that emerges that people have not been exposed to before. There is little or no immunity in the human population. CSB established the following precaution and prevention techniques to reduce the incidence of infectious and communicable diseases.

Identification and Evaluation of Hazards

The following may be implemented on the CSB campus:

- Conduct campus-specific evaluations using the *Identification of Hazards* form.
- Evaluate employees’ potential workplace exposures to all persons at, or who may enter, our campus.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the Alameda County Public Health Department (ACPHD) related to pandemic hazards and prevention.
- Evaluate existing pandemic prevention controls on our campus and the need for different or additional controls.
- Conduct periodic inspections using the *Pandemic Inspections* form as needed to identify unhealthy conditions, work practices, and work procedures related to a pandemic and to ensure compliance with our pandemic policies and procedures.

Employee Participation

Employees and their authorized employees’ representatives are encouraged to participate in the identification and evaluation of pandemic hazards by:

- Reporting observed hazards to their supervisor, Human Resources Director and/or the Safety Coordinator.
- Participating in Safety Committee meetings.
- Participating in walkthrough inspections.

Correction of Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the *Pandemic Inspections* form, and corrected in a timely manner based on the severity of the hazards, as follows:

- Identified hazards should be reported to an administrator, the Safety Coordinator, the Director of Human Resources or the Superintendent, who will in turn notify the appropriate personnel to correct the hazard.

Control of Hazards

Physical Distancing for Staff

Per Cal/OSHA guidance:

- No physical distancing or barrier requirements regardless of employee vaccination status with the following exceptions:
 - Employers must evaluate whether it is necessary to implement physical distancing and barriers during an outbreak (3 or more cases in an exposed group of employees)
 - Employers must implement physical distancing and barriers during a major outbreak (20 or more cases in an exposed group of employees)
- Nothing prevents employers from implementing additional protective measures that are required, including the use of physical distancing and barriers.
- There may be circumstances in which employers determine that physical distancing is necessary in their workplace.

Employee Screening

Prior to reporting for work, employees must conduct a self-screening. If an employee is experiencing any symptoms that cannot be explained by factors other than a pandemic or another underlying condition, they should **NOT** enter the campus and should contact their immediate supervisor or someone in their line of supervision for further guidance:

Upon arrival to campus, all employees are required to check into the CSB campus by using a QR code or URL to complete a self-assessment. QR codes are posted throughout the campus in the Administration and Education buildings, classrooms, residential dorms and various offices.

Student Screening

Passive Screening. Parents are instructed to screen students before leaving for school (check temperature, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with the pandemic or if they have had close contact with a person diagnosed with the virus.

Physical Distancing for Students

Evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented.

Face Coverings

Face coverings are to be used by all staff, students, and visitors (regardless of vaccination status) while indoors on the CSB campus in accordance with CDPH guidelines unless a person is exempt as explained in the guidelines.

Upon request, CSB provides clean, undamaged face coverings to those who do not have their own face covering to wear on campus. Staff should ensure they are properly worn over the nose and mouth when indoors, while in a state-owned vehicle, and where required by orders from the California Department of Public Health or the ACPHD.

- Staff members will be provided a clean cloth mask, new disposable mask or new N95 respirator upon request to the one of the receptionists in the Administration or Education building, the Safety Coordinator, or the Executive Secretary.
- Students will be provided a clean cloth mask or new disposable mask upon request from their classroom teacher, dorm counselor or the receptionist in the Education building.
- Staff members and students are responsible for ensuring that their face coverings are washed or disposed of after each use.
- Visitors will be provided a mask upon request.
- If a staff member, student or visitor are observed to not be wearing a mask while indoors on the CSB campus, the person observing this behavior should request that the person wear a mask.
 - If needed, a mask can be requested from one of the receptionists in the Administration or Education buildings.
 - If the person refuses to wear a mask while indoors, the person observing should notify their supervisor or another administrator.

The following are exceptions to the use of face coverings on the CSB campus:

- While outdoors.
- Staff members wearing respiratory protection in accordance with CCR Title 8 Section 5144 or other safety orders.
- Staff members or students who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives should be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed indoors with a face covering.
- Persons exempted from wearing a face covering due to a medical condition, as confirmed by school district health team and therapists, may wear a non-restrictive alternative, such as face shield with a drape on the bottom edge, as long as their condition permits it.
- In limited situations where a face covering cannot be used for pedagogical or developmental reasons, (e.g., communicating or assisting young children or those with special needs) a face shield with a drape (per CDPH guidelines) can be used instead of a face covering while in the classroom.

Per Cal/OSHA guidance:

- Employees are not required to wear face coverings when outdoors regardless of vaccination status except for certain employees during outbreaks.
- Employees are explicitly allowed to wear a face covering without fear of retaliation from employers.
- Employees may request N95 respirators for use from their employers at no cost and without fear of retaliation from their employers.
- Though face coverings are not required outdoors, employers must communicate to workers that face coverings are recommended for unvaccinated persons outdoors where six feet of physical distancing cannot be maintained.

Personal Protective Equipment (PPE) Used to Control Employees' Exposure

CSB evaluates the need for PPE (such as gloves, goggles and face shields) as required by CCR Title 8, Section 3380, and provides such PPE as needed.

When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8, Section 5144.

We provide and ensure use of eye protection and respiratory protection in accordance with Section 5144 when employees are exposed to procedures that may aerosolize potentially infectious materials such as saliva or respiratory tract fluids.

Hand Sanitizing

In order to implement effective hand sanitizing procedures, CSB will:

- Evaluate handwashing facilities.
- Determine the need for additional facilities.
- Encourage and allow time for employee and student handwashing.
- Provide employees and students with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e., methyl alcohol).
- Encourage employees and students to wash their hands for at least 20 seconds each time.

Engineering Controls

CSB implements the following measures:

- Air filtration units are installed and will be utilized in high traffic areas
- Air filtration units are also installed and utilized in areas where staff work one-to-one with students
- Plexiglass partitions are installed in the Administration, Education, Library and Transportation buildings, as well as in the IT office.

To the extent feasible, CSB maximizes the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Opening windows as weather permits to allow outside air to enter classrooms
- On-site maintenance personnel are responsible for the following:
 - Schedule regular inspections of HVAC systems from on-site maintenance personnel
 - Inspect air intake screens and filters
 - Look for signs of animal infestations
 - Ensure exhaust fans are operational
 - Calibrate systems for correct buildings
 - Properly maintain chillers
 - Properly maintain dampers and sensors
 - Install filters with higher MERV ratings

Cleaning and Disinfecting

Custodial staff are trained and have received enhanced cleaning and disinfection certification to prevent the spread of the flu virus.

Daily Routine Cleaning and Disinfecting for Prevention

CSB implements the following cleaning and disinfection measures for frequently touched surfaces:

- Custodial staff will perform daily basic cleaning duties in all areas of the campus
- Scheduled disinfection of high traffic areas and commonly used surfaces
 - Break rooms – daily by custodial staff
 - Bathrooms – daily by custodial staff
 - Handrails and door handles – during morning rounds, morning recess and lunch by custodial staff
 - Counters/shelving/buttons (door) – daily by classroom staff
 - Handheld devices - Pens at reception desks should be placed in a marked container after each use, and should be cleaned after each use by reception staff; scanners – after each use by user
 - Registers (Rocket Shop) – at the end of each student shift by student employee
 - Telephones – daily by user
 - Handwashing facilities – in classrooms, daily by classroom staff; in restrooms, daily by custodial staff
 - Carts – golf carts after each use by user or daily by assigned user; library carts after each use by user
 - Light switches – throughout the day by classroom, residential and custodial staff
 - Classroom desks/tables/chairs – daily by students
 - AT and IT equipment – daily by user
 - Fitness equipment – after each use by user
 - Individual staff desks – daily by user

- Copy/fax machines, scanners – after each use by user
- Printers/embossers – daily by user
- Appliances (refrigerators, microwaves, water dispensers, etc.) – after each use by user
- Keyboards – daily by user
- Residential computer labs – daily by custodial staff
- Laundry machines – daily by custodial staff
- TV remotes – daily by residential staff
- State vehicles - after each use by staff member; at end of day by Transportation Coordinator or designee

To ensure there is adequate time for cleaning and disinfection, product stocking and other measures, the following operational procedures have been implemented:

- Custodial staff hours begin 2 hours prior to the majority of staff arriving, and extend 1 hour after the majority of the staff leave.
- Other staff are provided adequate time at the beginning and end of their shift

Additional measures implemented to ensure cleanliness include:

- Entrances are equipped with proper sanitation products, including hand sanitizer and sanitizing wipes.
- Hands-free devices have been installed, including:
 - Motion sensor lights throughout the campus
 - Automatic soap and paper towel dispensers in restrooms.
 - Automatic (hands-free) faucets in restrooms
 - Automatic hand sanitizer dispensers in each classroom, as well as throughout the buildings on campus

Enhanced Cleaning and Disinfecting in the Event of a Positive Case

Should a positive case of a staff member or student be determined on our campus, we will implement the following cleaning and disinfection procedures:

After notification of a person with confirmed virus on the CSB campus, the following cleaning and disinfecting protocol should be followed:

- A. Buildings and/or specific rooms and areas where a positive person spent time should be assessed on a case-by-case basis. The spaces where the positive person spent a large proportion of their time (e.g., classroom or work area) should be disinfected by custodial staff. The cleaning scope should be implemented based on the risk of potential contamination as determined by the CSB's Liaison, and should be communicated to the CSB's Lead Custodian.
- B. CSB Liaisons are responsible for the following (as applicable):
 - i. Communicating (verbal or written) the scope of cleaning to the Lead Custodian.
 - ii. Identifying areas that require restricted access during and immediately following enhanced cleaning.
 - iii. Communicating with impacted staff regarding possible exposure.

- iv. Coordinating enhanced disinfection with Custodial staff.
- C. When cleaning and disinfecting rooms with increased surface area due to a large number of desks, tables, and other furniture, and where a spray application of disinfectant is needed, the Lead Custodian should notify affected staff in advance if the spraying will occur during school hours. Advance notice allows the building occupants to be apprised of the schedule for disinfection of the space and any areas that may require restricted access during cleaning.
- D. Custodial staff should:
- i. Follow guidance outlined above.
 - ii. Utilize procedures demonstrated in the enhanced cleaning and disinfection training.
 - iii. If possible, wait 24 hours after a person with the virus was present in a space prior to beginning cleaning and disinfection.
 - iv. Wear the required personal protective equipment (PPE) during cleaning and disinfecting.
 - a. Disposable gloves, gowns, footwear coverings to protect contamination of clothing.
 - b. Safety glasses/goggles when there is a potential for splashing/spraying of the disinfectant.
 - c. If it is not possible to wait 24 hours after a person with the virus was present in a space prior to beginning cleaning and disinfection, the Custodial staff should increase the level of PPE used while cleaning and disinfecting, including using an N95 filtering mask.
 - v. Utilize an electrostatic disinfectant sprayer in the affected/contaminated areas.
- E. Non-Custodial staff should:
- i. Open windows and doors to the outside to increase air circulation, if feasible.
 - ii. Avoid areas needing enhanced cleaning and disinfection, as identified by the Lead Custodian.
- F. All staff should be fully trained on donning and doffing required PPE to prevent cross contamination.

Shared Tools and Equipment

PPE should not be shared, e.g., gloves, goggles, face shields, face coverings.

To the extent feasible, items that employees come in regular physical contact with, such as phones, desks, keyboards, writing materials, instruments, and tools should also not be shared. Where there may be sharing, the items should be disinfected between uses as described in the [Cleaning and Disinfecting](#) section above.

State-Owned Vehicles

The following procedures will be performed for State-Owned vehicles:

- No open food or beverage containers other than water should be allowed in State-owned vehicles at any time.
- **Vans** should be cleaned after each round-trip use, prior to turning in the keys to the Transportation Office. The driver should wipe down all surfaces including, but not limited to, seats, arm rests, head rests, seat belt buckles, door handles, steering wheel, gear shift. Trash should be disposed of in appropriate trash bins.
- **Cars** should be cleaned after each round-trip use by the driver, who should wipe down all surfaces including, but not limited to, seats, arm rests, head rests, seat belt buckles, door handles, steering wheel, gear shift. Trash should be disposed of in appropriate trash bins.
- At the end of the day, all vehicles will be disinfected using an electrostatic disinfectant sprayer.

Training and Instruction

We will provide effective training and instruction to staff, and provide educational materials to parents that include:

- Our pandemic policies and procedures to protect employees and students from pandemic hazards.
- Our plan and procedures to follow when staff or students become sick at school.
- Important pandemic information, including:
 - Infectious diseases can be spread through the air.
 - Viruses may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
 - Particles containing the virus can travel more than six feet, especially indoors, so physical distancing may be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when there is no immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use, removal and washing of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- If experiencing any symptoms, not coming to the CSB campus, the importance of obtaining a test from their healthcare provider when they display symptoms, and when to seek medical attention.
- Methods of enhanced cleaning and disinfecting as related to their particular work environment (classroom, office, etc.).
- For staff, information regarding pandemic-related benefits to which the employee may be entitled under applicable federal, state, or local laws.