

# Comprehensive School Safety Plan

**2024-2025  
School Year**

**School:** Sierra Expeditionary Learning  
**CDS Code:** 31669440121624  
**District:** Tahoe Truckee Unified School District  
**Address:** 11603 Donner Pass Rd.  
Truckee, CA 96161-4953  
**Date of Adoption:** 12/2/24  
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**Date of Review:**  
- with Staff 11/12/24  
- with Law Enforcement NA  
- with Fire Authority NA

**Approved by:**

| Name          | Title              | Signature | Date |
|---------------|--------------------|-----------|------|
| David Manahan | Director/Principal |           |      |
| Jose Rivera   | Board Chair        |           |      |

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## Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

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

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

Assessment of school crime committed on school campuses and at school-related functions

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

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

<http://truckeecharterschool.org/policies-forms/>

A copy of the Comprehensive School Safety Plan is available for review at .

## Safety Plan Vision

SELS Safety Plan vision is to help ensure the most effective learning environments and providing the most stimulating experiences to support that learning, while ensuring student emotional and physical safety. In all emergency procedures, the needs of individuals with chronic or temporary disabilities are accounted for in plans.

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

### **Sierra Expeditionary Learning Safety Committee**

Core teaching staff and Administration comprise the safety committee, with specific input from the Parent Teacher Crew and the Board of Directors. Topics are brought up as they arise, and all staff and school community are solicited for feedback on any safety issues they see or know of.

### **Assessment of School Safety**

The Safety Committee reviews the Safety Plan and associated issues/topics at the beginning of each school year, and whenever a need arises. The Principal attends regular Safety Meetings at the District Offices, where SELS is folded into all Safety Procedures enacted by our district, TTUSD (since we share a campus).

For students, rules are in place to address potential safety issues on campus and on fieldwork. These are monitored by staff and at times (on fieldwork) with help from parents. Our strong program emphasis on character has the additional benefit of developing responsible, well-behaved students who know they are part of a community who support and assist others.

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

As a small school, our most effective and consistent safety strategy is personnel awareness and monitoring - diligence. In Fall '24 we implemented a Centegix visitor monitoring program and campus safety management system. The visitor management provides us with details about who is on campus and where, and runs real-time sex offender checks. The campus safety system requires staff to wear alert badges and can be used for on-campus needs (injuries, fights, wildlife) and intruder issues (where local authorities are immediately contacted and rooms have strobe alert signals). This system was recently highlighted as being highly effective in a school shooting event. We also run regular emergency drills on shelter-in-place, lockdown, and evacuation. Staff are trained in the intruder program ALICE, and run annual drills with students for this as well.

SELS focuses on character education and is well-known for its extensive program. The high behavioral expectations helps reduce many safety issues.

In addition to daily monitoring and reminders, twice yearly classroom teachers thoroughly go over and review with students all campus safety rules.

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

All staff are instructed in reporting procedures and signs to watch for in students. Reports are filed with CPS as determined by each situation and as mandated by law. The school counselor, principal, and/or assistant principal are included in the process.

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

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

In the event of a disaster, SELS will follow the direction of TTUSD's District Offices (with whom we share a campus) and their disaster safety plan, which has procedures for contacting authorities, evacuation routes and rally points, and chains of command.

### **Adaptations for Students with Disabilities**

Staff are able to stay with and manage students with specific needs.

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

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

School suspensions are used sparingly and only when determined to be a necessary part of the disciplinary process. Most suspensions are in-school. Expulsion follows the state's mandatory guidelines and is used only in extreme circumstances.

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

All staff are kept informed of student issues that may impact classroom instruction and student safety. Several staff are trained in CPI: non-violent crisis intervention for situations with unruly and/or aggressive students.

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

SELS will not tolerate any form of abuse by its employees or students. Child Abuse for purposes of this plan shall be defined as including but not limited to verbal abuse (ridicule or put-downs), physical abuse (hurting, touching, or excessive exercise used as punishment), emotional abuse (threats to perform unreasonable tasks), and sexual abuse (as defined below). Sexual Abuse includes but is not limited to (a) any sexualized attention or contact with a minor, and (b) rape, physical assault, sexual battery, unwanted physical sexual contact, unwelcome sexually explicit or offensive verbal communication, coercive or expletive sexual contact, or verbal sexual harassment.

Student-to-student misconduct will be addressed through standard Administrative behavior-discipline procedures.

With respect to staff-to-staff and staff-to-student interactions: Touch is acceptable only if it is respectful and appropriate. An adult may not improperly sexualize touch with a student such as by fondling instead of hugging (with permission), kissing, or seductive stroking of various body parts. On the other hand, appropriate touching can be used when a young child needs comfort, reassurance, and support. Appropriate touch is (a) respectful of a person's personal boundaries and comfort level, (b) public (done in front of others and not secretly), and (c) nurturing (not sexualized).

Inappropriate comments of a sexual nature and suggestive jokes are prohibited by SELS staff and students. SELS developed a Staff-Student Interaction Policy to help inform and guide about appropriate vs inappropriate interactions. All staff are required to review this policy each year.

Staff-to-students and staff-to-staff complaint procedures: All reports of Child Abuse (staff-and-students) should be made to and handled by the Principal and Assistant Principal, jointly. In the event that either the Principal or the Assistant Principal is the alleged abuser/molester, the report should be made directly to the Board of Directors' Chair or if not, the Principal or Assistant Principal will forward the report to the Board of Directors' Chair. Upon receipt of an allegation of abuse, the Principal and Assistant Principal (or Board of Directors, if situation warrants) will gather all pertinent facts in a fair, respectful, and confidential manner. They will bring any allegations of Child Abuse to the attention of the Board of Directors within 24 hours. If investigation warrants, accused staff may be put on paid or unpaid leave and accused students may be put on at-home Independent Study until the conclusion of the investigation. If the initial investigation reveals reasonable cause to believe that either physical abuse or Sexual Abuse may have occurred, the Principal and Assistant Principal shall immediately make a report to the appropriate authorities. Under those circumstances, any further investigation shall be the role of the law enforcement authorities. If the initial investigation does not reveal that there is a reasonable cause to believe that physical abuse or Sexual Abuse may have occurred, then the Principal and Assistant Principal (or Board of Directors, as applicable) will review their findings with both the accuser and the accused.

The findings of the Principal and Assistant Principal shall be reported promptly to the Board of Directors, and all related proceedings will be conducted in closed session and be confidential. If the alleged abuser or policy violator admits to the conduct, the Principal and Assistant Principal and/or Board can employ appropriate consequences. If the alleged abuser or policy violator denies the conduct, the Board can, but is not required to, conduct an additional investigation (except when further investigation is referred to the appropriate authorities) and consult with counsel as deemed necessary prior to rendering any appropriate punishment or exoneration.

Depending on the nature of the conduct, an employee may receive a written reprimand, a suspension, or be terminated. Multiple disciplinary actions over time of employment could result in termination of the employee. Serious misconduct may result in consequences up to and including immediate termination and/or referral of the matter to law enforcement.

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

Values & Goals

At SELS, we strive to develop a strong and inclusive school culture. As part of this culture, we believe it is essential for students to dress with respect for themselves, the learning environment, and the educational institution. This means being clean and presentable each day. Creating a "culture of excellence" requires students to make thoughtful choices about many aspects of their lives, including their attire. By encouraging appropriate dress choices, we hope to promote wise and respectful decision making among our students. We view school as the student's "job," and just like any job, it is important to dress appropriately. Dressing for success sets a positive tone for learning and helps students take their role as learners seriously. We ask that parents and guardians help instill in their children the value of education and the importance of dressing in a way that honors that value. Your support is crucial in reinforcing the respectfulness and significance of appropriate attire.

The goals for our dress code are the following;

Do not establish unnecessary financial barriers to school attendance

Prevent clothing-related injuries at school and on expedition

Prevent students from wearing clothing with offensive images or language to foster an inclusive environment

Allow students to wear religious attire, clothing of their choice that is comfortable, and expresses their self-identified gender without fear of discipline or discrimination

Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, and religion.

#### Dress Code

Please refer to the following guide for appropriate dress:

Clothing must cover mid-sections of the body; pants/shorts and tops must overlap.

All undergarments must be covered

Loose and baggy shorts, skirts above the knee, or other bottoms that might expose underwear or buttocks should be worn with shorts or legging underneath.

Any displayed language/advertising should be positive and inclusive

Hats, beanies, and sweatshirt hoods are worn outside only. Religious headwear is permitted.

Clothing is comfortable fitting; overly baggy pants and tops are not safe for physical activity

Footwear needs to be appropriate to the conditions; flip flops and open-toed sandals are not allowed due to the number of toe injuries we've had in previous years.

#### Enforcement

Enforcement should be consistent with the SELS overall discipline plan. Failure to comply with the student dress code should be enforced consistently with comparable behavior and conduct violations.

Easily correctable violations will be addressed in the moment by staff (students should not be asked to put on clothing that is not theirs to correct a violation).

Violations that are not easily correctable will result in an email to parents from school administrators. In an effort to avoid conflict, body shaming, and learning interruptions, students will not be included in this process. We expect parents to have the appropriate conversations with their children at home and support staff in enforcing these policies.

In the case of egregious violations (determined at staffs' discretion), the student may be asked to go to the office and parents will be contacted to help remediate the issue.

If students have repeat violations or continue to wear articles that have been flagged as inappropriate, parents will be asked to meet with school administrators and, if appropriate, may be escalated to the Board of Directors.

If for any reason student dress choices are deemed inappropriate by staff, measures will be taken to both educate the student and have clothes brought to them by parents or clothe them in appropriate, school-issued attire. Due to the rapid changes in "styles", staff may update or change student dress preferences throughout the year. Any changes would be clearly communicated to students and parents/guardians.

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

Parent/student drop off & pick up: designated lanes in front of school.

Bus drop off & pick up: designated lanes next to gym, different than parent/student lanes.

Public entrance to school site: since SELS is located on the same campus as the District Offices, access is always open to the public; there is a large parking area, and the school site section of campus is marked by signage.

Evacuation: all personnel and students conduct regular drills to the primary evacuation site - the northeast corner of the track, on the open area of wood chips; if area inaccessible, secondary site is on west side of track next to bleachers - this secondary evac site is also the bus pick up zone if needed. Evac sites are shown on maps on emergency clipboards in every room.

Parent pick up from evacuation: Meadow Park across Donner Pass Road and behind Truckee PUD.

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

### **Sierra Expeditionary Learning Student Conduct Code**

All students have the right to learn in an atmosphere that is safe, conducive to learning, and free from disruptions. SELS will not tolerate behaviors that injure or harm others, whether that be physically, socially, or emotionally. We strongly address incidents of student harassment/bullying for any reason, and in particular if focused on race, religion, nationality, gender, disabilities, ethnicity, sexual orientation, and gender identity/expression. When student actions do not meet the standards set by our SIERRA traits, a four-step disciplinary protocol based on restorative practices will be followed:

1. Teaching – students will be engaged in discussions about behaviors, and the actions are reviewed: What did they do? How did this affect those involved? What could they have done differently? How might this have changed the outcome? What can they do to repair any harm caused?
2. Removal – if unable to calm down or re-focus, or if warranted by the nature of offense, students will be moved to another location away from problem location.
3. Teacher/Director Conference – students whose inappropriate behavior continues or when the offense is serious will talk with either/both the teacher and the director. This conference will work towards developing a plan of action (either informally or formally) to address the behavioral issues. If warranted, parents/guardians will be notified. Office Referrals may be received at this stage.
4. Teacher/Director/Parent/Guardian Conference – when step 3 is ineffective or when the initial offense is serious enough or once a student receives three Office Referrals, a meeting of all involved parties will occur. The required parental support in addressing the behavioral issues will be outlined, and either a formal or informal plan of action will be developed.

Initial behavioral issues will be resolved through student-teacher discussion. When warranted, students may receive Office Referrals where they speak with the Principal or Asst Principal. As needed, behavioral files will be kept on offending students and parent/guardian conferences arranged if Office Referrals are a pattern (approximately 3 received).

We believe teaching, learning, and personal growth occur best in safe and supportive environments. Our entire community will work diligently to bring that about. We ask for parents/guardians commitment to this same goal. In cases of extreme offense or when Step 4 is repeatedly ineffective, students may be suspended and/or expelled. While we do not have a Zero Tolerance policy (except with State-mandated offenses) and all cases are assessed individually, the below list represents offenses that may result in immediate suspension and/or expulsion:

- Intended, attempted, and/or actual physical or emotional violence, including bullying, intimidation, verbal abuse, unwarranted touching, threats, and harassment
- Possession, selling, and/or arranging to obtain alcohol, tobacco, or any other drug considered illegal for those under 18 years of age
- Possession of firearms or weapons, including pocket knives
- Committing or attempting to commit theft or damage
- Possession of or attempting to possess stolen goods

To facilitate our community's adherence to our SIERRA traits, and to more clearly outline our school's requirements, all students, parents, and classroom teachers will sign a Commitment Contract. These contracts will be explained in full at Back To School Night, and must be signed that week. Failure to comply with the contract may result in disciplinary actions:

- Students: outlined above
- Parents: will be required to participate in a PST (Parent Support Team) meeting; these meetings will consist of 2-4 staff members and will work to provide strategies/structures that help the parents better meet the requirements of the Commitment Contract, thereby more effectively supporting their child's learning.
- Teachers: internal mechanisms exist to address issues that arise from teachers' inability to meet the requirements of the contract.



## **Conduct Code Procedures**

### **(K) Hate Crime Reporting Procedures and Policies**

SELS does not allow hate of any form: words, language, gestures, images, music, video, etc. Any instance of hate will be immediately addressed through the disciplinary process. If warranted, authorities will be contacted.

### **(J) Procedures to Prepare for Active Shooters**

Each year students are trained in a modified ALICE protocol response to armed campus intruders. SELS also has implemented a Centegix intruder alert system; students and staff are trained on this as well.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

SELS has an extensive character education program to foster students' development of helpful, kind, and respectful behaviors. Staff address any behavioral issues and situations as they arise, and parents are included in behavioral issues as needed. Programming in upper elementary and middle school teaches students about various online and social media issues; cyber-bullying is taken very seriously and all situations are addressed as soon as learned about.

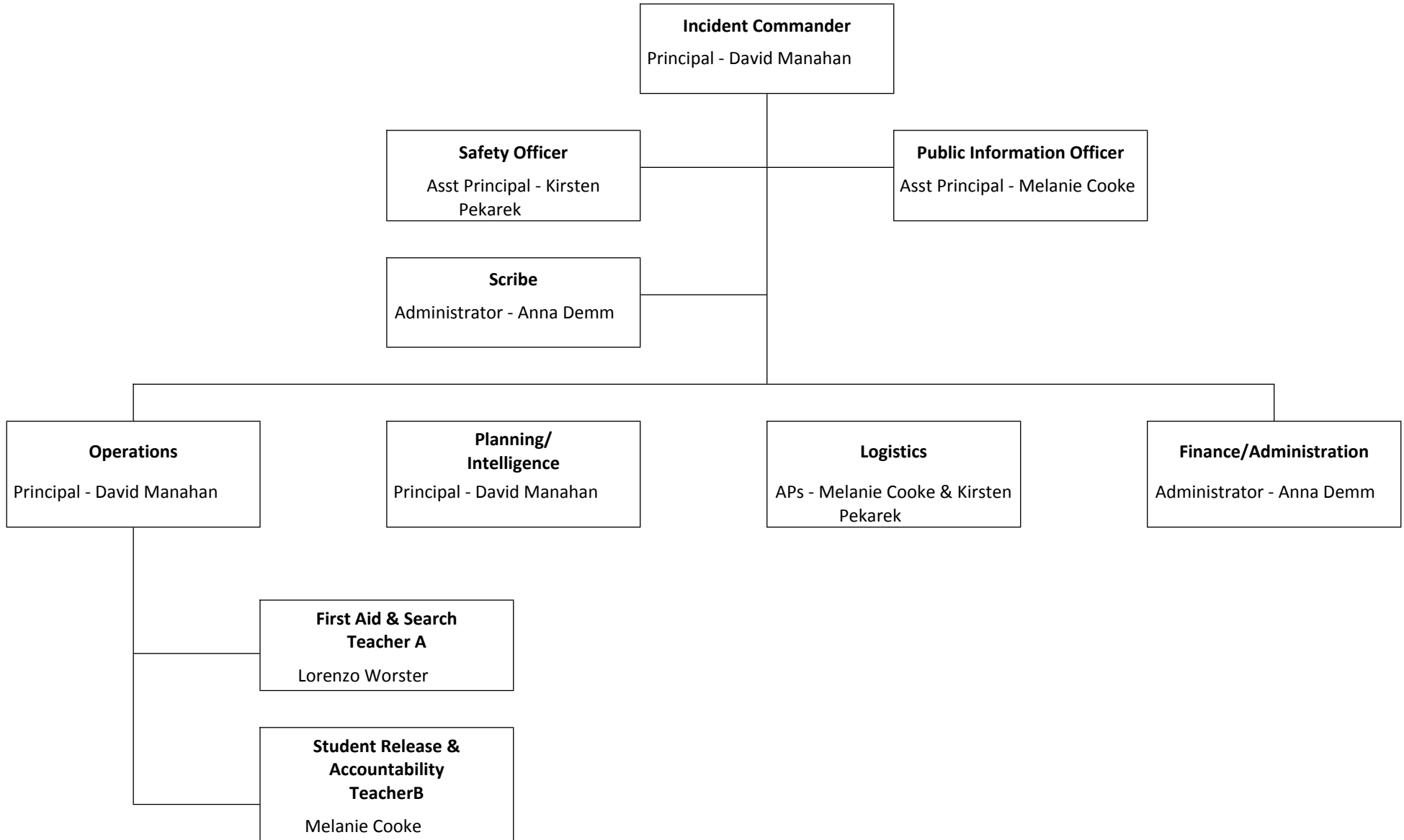
## **Safety Plan Review, Evaluation and Amendment Procedures**

SELS Safety Plan is reviewed, evaluated, and amended as needed annually. Staff review plan at end of year meeting and make any needed adjustments. Any changes are brought to the SELS Board for final revisions and approval mid-winter. Community input is solicited at a board meeting and/or through the Parent Teacher Crew in late fall and prior to board approval.

### Safety Plan Review, Evaluation and Amendment Procedures

| <b>Activity Description</b><br>(i.e. review steps, meetings conducted, approvals, etc)      | <b>Date and Time</b> | <b>Attached Document</b><br>(description and location) |
|---|----------------------|--|
| Core staff reviewed Safety Plan at mid-year meeting and made changes/adjustments as needed. | 11/12/24             |  |
| Feedback from PTC   | 11/1-11/22           |  |
| Open board meeting for public feedback; board discussion and input, then to approval        | 12/2/24              |  |

Sierra Expeditionary Learning Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

SELS is connected to the emergency response system established by the Tahoe Truckee Unified School District, and shares a campus with the District Offices. Thus, all emergencies are connected to a much larger system of command and response, with an emergency radio system in place for assured communication. TTUSD has an established chain of command structure, is connected to all emergency services, and has us embedded in the process. Radio checks and district-wide safety meetings happen monthly.

Since every emergency can be unique in its own way, all situations are evaluated in real time and decisions/adjustments made accordingly. The school intercom system is used to convey immediate information on situations and/or changes to procedures. While general procedures are in place, we feel it important to have on-going information sharing and adaptability in emergency situations. The strategies involved and enacted based on circumstances include shelter-in-place, lockdown, ALICE procedures, and evacuation. Situations could include:

- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat/ Threat Of violence
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion or Risk Of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure Of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Contamination of Food/Water
- Unlawful Demonstration or Walkout

### **Management**

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

### **Planning & Intelligence**

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

### **Operations**

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

### **Logistics**

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

**Finance & Administration**

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

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

### **Animal Disturbance**

School will go into a "Shelter-in-place" procedure and could move to "Lockdown" if situation warrants. All communication through Centegix alert system and/or school-wide intercom.

### **Armed Assault on Campus**

Staff carry alert badges that when activated alert all necessary personnel and organizations, including admin, police, fire, district offices, etc. Modified ALICE protocols are then implemented; all staff and students have been trained and practice their roles and procedures.

### **Biological or Chemical Release**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

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

Standard evacuation procedures or ALICE protocol would apply, depending on circumstances.

### **Bus Disaster**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

### **Disorderly Conduct**

Student(s) are separated from others (and/or others are separated from them) and kept safe until conduct is controlled. Disorderly person(s) is monitored and appropriate actions taken by staff to mitigate potential problems. Centegix alert can be used for quicker response times and to appropriate personnel.

### **Earthquake**

Earthquake drills are run every year, including initial "shelter-in-place" and secondary evacuation.

### **Explosion or Risk Of Explosion**

Standard evacuation procedures apply.

### **Fire in Surrounding Area**

Administration would be in contact with local authorities and follow their lead whether to stay on campus, evacuate to our rally point, or begin a full evacuation of the area.

### **Fire on School Grounds**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

### **Flooding**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

### **Loss or Failure Of Utilities**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

### **Motor Vehicle Crash**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

### **Pandemic**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

**Psychological Trauma**

Counselor and/or school Psychologist leads process to address specifics of situation. Appropriate action taken to ensure safety for all.

**Suspected Contamination of Food or Water**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

**Tactical Responses to Criminal Incidents**

Administration would follow the lead of local authorities and District Office personnel to decide best options.

**Unlawful Demonstration or Walkout**

Administration would follow the lead of local authorities and District Office personnel to decide best options.



# Emergency Evacuation Map

