




2024-2025 Comprehensive School Safety Plan Summit Tahoma

This comprehensive school site safety plan was developed collaboratively with all Summit Public School campuses and reviewed and approved by the Summit Network Leadership Team.

Name	Title	Signature	Date
Felix Li	Chief Operating Officer		6/20/24

This document is to be maintained for public inspection in the Summit Public Schools home office during regular business hours.

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EMERGENCY CONTACTS

Police / Fire / Ambulance	911
City Police Department (non-emergency)	(408) 277-8900
Fire Department (non-emergency)	(408) 277-8950
School District Office	(650) 257-9880
Gas and Electric Utility: PG&E	(800) 743-5000
City Public Works (water maintenance and repair)	(408) 279-7900 or (408) 277-4036
Child Protective Services	(877) 881-1116
Felix Li , Chief Operating Officer	<i>Redacted in Public Document</i>
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Procedure to Call 911

1. State your emergency.
2. Stay calm.
3. Give your name and the school's name and address
4. Listen. Allow the 911 employee to direct the conversation.
5. Be prepared to answer questions in a clear, calm manner.
6. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.

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[Appendix A: CSSP Compliance Checklist](#)

I. Philosophy, Goals, Objectives

The Summit Public Schools Board of Directors recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

The Chief Operating Officer or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

The school site council at each District school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281,32286)

II. Public Access to Safety Plan

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

III. CSSP Planning for Staff

1. Make the CSSP available to all staff, and provide additional training as required.
2. Inventory staff for skills such as First Aid and CPR. Require staff to become certified in First Aid and CPR and to maintain their certification. Encourage frequent parent volunteers to become certified as well. The Red Cross offers classes in First Aid and CPR.
3. Assign teachers in a "buddy system" to assist each other during any disaster.
4. Inform staff of California Government Code 3100, designating all public school employees as Disaster Service Workers. This may require their presence at the school for several days.

IV. CSSP Planning for Families

1. Send an annual letter to families about the school's emergency plans. Include instructions about what each parent should/should not do in the event of an emergency.
2. Ask for parent volunteers who are willing to be trained in CPR and First Aid. Ask these volunteers if they would be willing to come to the school site after an earthquake and serve on the First Aid team.
3. Ask for parent volunteers to come to the school site after an earthquake to assist in other areas such as Search and Rescue Teams, etc.

V. COVID-19 and School Safety

- A. In response to COVID-19, schools will follow all [CDC guidelines](#) for prevention.
- B. If an infected person has been in a school building, schools will follow the [Santa Clara County Covid-19 Guidelines Flowcharts](#)

VI. Threat Assessment: Current Status of Crime at School & Related Functions

In drafting this plan, the School Leadership Team assessed the status of school crime at the school and at school-related functions. The committee reviewed the prior school year's data on office referrals, attendance rates, suspensions and expulsions, and local law enforcement juvenile crime data to assess threats to the campus community. The findings from that threat assessment were implemented into the current school year's safety plan.

- A. Ongoing Threat Assessment.** Ensuring sites are safe, and stay safe over the year, is critical to providing a healthy learning environment for students and staff. To ensure ongoing safety, Summit will perform inspections to evaluate site safety.
- B. Safety Inspections.** The objective of these inspections will be to identify safety needs, Current Status of School Crime, and inform actions that must be taken, and, ultimately, hold Summit accountable to the safety promise we make to students, families, teachers and other members of the community.

VII. Child Abuse Reporting Procedures

A. Obligations of Mandated Reporter

1. Mandated Reporters of child abuse or neglect include all school/district employees, administrators, and athletic coaches. (California Penal Code Section 11165.7 / RCW 26.44.030)
2. All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect.
 - a) It is not the job of the mandated reporter to determine whether the allegations are valid.
 - b) If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made.
 - c) No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.
 - d) School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect.

B. Identification of Child Abuse and Neglect

1. Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential sign
2. Child Abuse and/or Child Neglect Can Be Any of the Following:
 - a) A physical injury inflicted on a child by another person other than by accidental means.
 - b) The sexual abuse, assault, or exploitation of a child.
 - c) The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
 - d) The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.
3. One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a

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“reasonable suspicion” that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

4. Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

C. Warning Signs of Emotional Abuse in Children

1. Excessively withdrawn, fearful, or anxious about doing something wrong.
2. Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
3. Doesn't seem to be attached to the parent or caregiver.
4. Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums)

D. Warning Signs of Physical Abuse in Children

1. Frequent injuries or unexplained bruises, welts, or cuts.
2. Is always watchful and “on alert” as if waiting for something bad to happen.
3. Injuries appear to have a pattern such as marks from a hand or belt.
4. Shies away from touch, flinches at sudden movements, or seems afraid to go home.
5. Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days

E. Warning Signs of Neglect in Children

1. Clothes are ill-fitting, filthy, or inappropriate for the weather.
2. Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
3. Untreated illnesses and physical injuries.
4. Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
5. Is frequently late or missing from school

F. Warning Signs of Sexual Abuse in Children

1. Trouble walking or sitting.
2. Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
3. Makes strong efforts to avoid a specific person, without an obvious reason.
4. Doesn't want to change clothes in front of others or participate in physical activities.
5. A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
6. Runs away from home.

G. Warning Signs in Parents/Guardian

1. Shows little concern for the child.
2. Denies the existence of or blames the child for the child's problems in school or at home.
3. Asks teachers or other caretakers to use harsh physical discipline if the child misbehaves.
4. Sees the child as entirely bad, worthless, or burdensome.
5. Demands a level of physical or academic performance the child cannot achieve.
6. Looks primarily to the child for care, attention, and satisfaction of emotional needs.

H. Warning Signs in the Parent/Guardian and the Child

1. Rarely touch or look at each other.

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2. Consider their relationship entirely negative.
3. State that they do not like each other.

I. Reporting Suspected Cases of Child Abuse

1. To submit a report, an employee must contact the appropriate county child welfare agency (CPS) and/or local law enforcement listed below. If necessary, CPS will contact local law enforcement. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school, although it's important to notify managers when contacting CPS or local law enforcement. An appropriate agency may be one of the following:
 - a) A Police or Sheriff's Department (not including a school district police department or school security department)
 - b) A County Probation Department, if designated by the county to receive child abuse reports
 - c) A County Welfare Department/County Child Protective Services
2. The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete them.
3. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE)
4. Note: School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglects
 - a) School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine if there are additional steps that must be taken. These policies do not take the place of reporting to an appropriate local law enforcement or county child welfare agency

J. Rights to Confidentiality and Immunity

1. Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment

K. Consequences of Failing to Report

1. California: A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (California Penal Code Section 11166[c]).
2. Washington: Every person who is required to make, or to cause to be made, a report pursuant to RCW 26.44.030 and 26.44.040, and who knowingly fails to make, or fails to cause to be made, such report, shall be guilty of a gross misdemeanor.

L. After the Report is Made

1. The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

M. Child Protective Services

1. The Child Protective Services (CPS) is the major organization to intervene in child abuse and neglect cases. Existing law provides for services to abused and neglected children and their families.

N. Additional Resources for Child Abuse Reporting

1. Resources for Parents: [Trustline](#)
2. Resources for Faculty & Admin:
 - a) [CA Child Abuse Mandated Reporter Training](#)
 - b) [CA Child Protective Services](#)

- c) [WA OSPI Help Links for Youth](#)
- d) [WA Department of Social & Health Services: Child Abuse](#)

VIII. Emergency Drills

A. Requirements (CA Schools)

1. All schools are required to complete earthquake and fire drills once per semester, and a lockdown drill once per year.
2. At least one drill per year should be completed in collaboration with local fire and/or law enforcement agencies.
3. Schools must maintain a record of the date, time, and type of each drill.

IX. Emergency Preparation

A. Supplies

1. The following list addresses classroom kits, supplies for the whole school and Search & Rescue gear recommended by American Red Cross.
 - Leather Work gloves
 - Latex gloves: 6 pairs
 - Safety goggles: 1 pair
 - Small First Aid kit
 - Pressure dressings: 3
 - Crow bar
 - Space blankets: 3
 - Tarp or ground cover
 - Student accounting forms (blank)
 - Student emergency cards
 - Buddy classroom list
 - Pens, paper
 - Whistle
 - Student activities
 - Duct Tape: 2 rolls (for sealing doors and windows)
 - Scissors
 - Suitable container for supplies (5-gallon bucket or backpack)
 - Drinking water and cups (stored separately)
 - Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
 - Portable radio, batteries or other communication system
 - Flashlight, batteries
 - Push broom (if classroom includes wheelchairs)

B. Earthquakes

1. Determine who will be assigned to the Emergency Response Teams. Direct each team to complete their team's responsibilities.
2. Prepare a color-coded utility map of the school site. (electric: red, gas, oil, steam: yellow, communication: orange, water: blue, sewer: green).
3. Paint utilities on building the colors depicted on the utility map.
4. Conduct "Duck-Cover-Hold" and the "assemble at meeting place" earthquake drills once per semester at the secondary school level.
5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.
6. Prepare and inventory earthquake supplies for school site
7. Determine who will have access to the earthquake storage supplies.
8. Issue keys to the individuals responsible for the Search and Rescue Teams, the
9. Security/Damage Assessment Team and your designee in the event of your absence.

C. Fire Drills

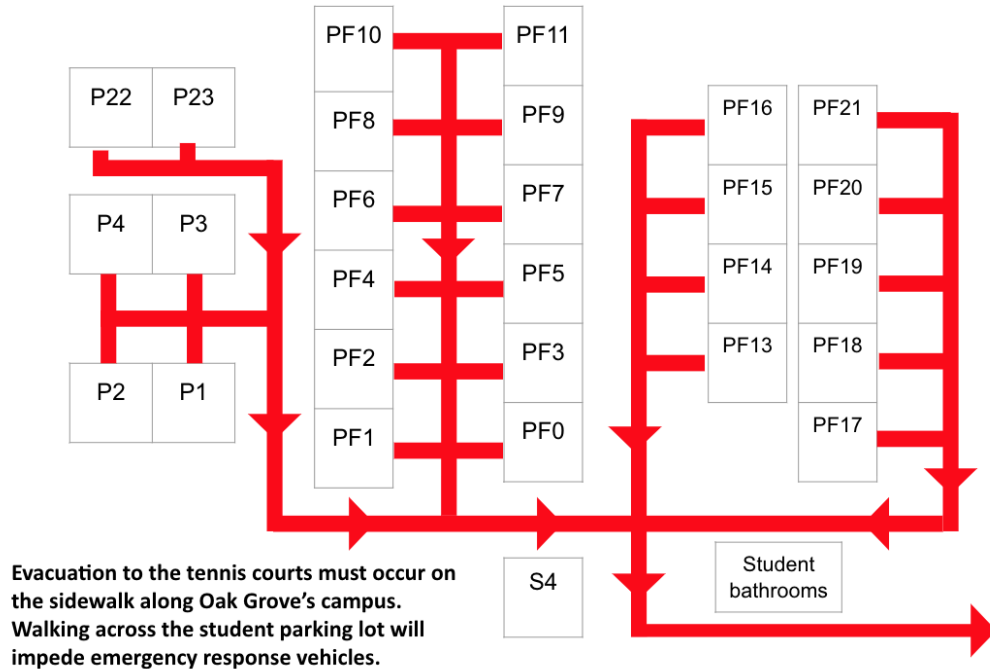
1. Prepare fire drill map of school site.
2. Conduct fire drills quarterly at the secondary school level.
3. Obtain fire extinguisher training for self and staff.

4. Know number and locations of fire extinguishers. Check them monthly/have them serviced annually.

D. Evacuations

1. Prepare evacuation plan of school site. Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
2. Conduct a full-scale evacuation drill annually.

Emergency Evacuation Routes



3.

E. Chemical Accident

1. Prepare shelter-in-place map of school site

F. General

1. Prepare your own family and home for a disaster in the event that you may be required to be away for a few days.
2. Review the school emergency plans with the Executive Director.
3. Correct or remove hazards identified in your area by the hazard assessment of the school site.
4. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP-DROP-ROLL, earthquake readiness and DUCK-COVER-HOLD, hazardous materials accident with SHELTER-SHUT-LISTEN, and other emergencies.
5. Participate fully in all emergency drills.
6. Know your buddy assignment and coordinate with your buddy teacher.
7. Become certified in First Aid and CPR through the Red Cross.
8. Become prepared to perform your Emergency Team assignments in the event of an earthquake.
9. Annually [train](#) on identifying potential opioid overdose and administering Naloxone, review storage location of Naloxone, and review school procedure.

G. Lockdown/Active Shooter

1. Equip each door with working lock
2. Install and/or inspect campus communication system, e.g., PA, walkie talkies
3. Install and/or inspect window coverings
4. Conduct drill once annually

H. Pandemic

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1. Connect with your local board of education and health department to review or develop a pandemic plan for your community.
2. Create an emergency communication plan for your school.
3. Share plans with staff, parents, and students.
4. Support flexible attendance and sick leave policies for students and staff.
5. Develop a monitoring system to alert the local health department about large increases in absenteeism.
6. Identify strategies to continue educating students if schools close.
7. Plan ways to continue student services (such as, meal and social services) if schools close.

I. Adaptations for Students and Staff with Disabilities

Emergency plans for students and staff with disabilities are developed in accordance to guidance from ADA technical assistance [website](#).

a. Students and Staff with Mobility Limitations

If a student or staff member with mobility limitations is unable to exit the building using the stairs follow the steps listed below:

1. The person with mobility impairment should go to (or ask for assistance getting to) the nearest area of evacuation assistance.
2. Areas of evacuation assistance vary from building to building, therefore the staff member responsible for safe building evacuation must ensure that these areas are identified in building/department evacuation plans and that all students and staff in the building are aware of their locations.
3. Close the door to the area of evacuation assistance to protect from fire and smoke exposure.
4. Staff with mobility limitations should contact a member of the campus leadership team to report their location. If unable to reach a campus leader, that staff person should dial 911 immediately upon entering the area of evacuation assistance to inform emergency personnel of their location. They should remain on the line with 911 until they are evacuated.

Students or Staff providing assistance to a person with a mobility limitation should follow these guidelines:

1. Ask if assistance is needed.
2. Do not attempt to lift a person out of a wheelchair. Serious injury may occur from such attempts.
3. If a person with mobility impairment is unable to use the stairs and elects to await evacuation by emergency personnel, escort them to an area of evacuation assistance.
4. Assist the person in calling 911 if requested.
5. Upon leaving the building notify campus leadership or emergency personnel on site of the location of the person awaiting evacuation or call 911.

b. Students and Staff Who Are Blind or Visually Impaired

Students or Staff who are blind or have a visual impairment should anticipate exiting the building following a pre-designated evacuation route.

1. This route may be different from the most familiar path of travel.
2. Students or Staff who are blind or have a visual impairment should not hesitate to ask for assistance in evacuating the building.
3. Students or staff with visual impairments should be familiarized with the evacuation routes in the buildings they regularly occupy so that in the event of an emergency the path of travel is not wholly unfamiliar.

Students or Staff who provide assistance to a person who is blind or has a visual impairment should:

1. Ask if assistance is needed. If so, offer an elbow and provide guidance along the evacuation route. This may be especially helpful if there is debris or a crowd. Do not grasp the arm of the person being assisted.
2. Give oral instructions about the safest route or direction using directional terms and estimated distances.

3. Explain where you are going and what you are doing while escorting the person out of the building
- c. Students or Staff who are Deaf, Hard of Hearing or Have Other Communication Barriers**
 1. If a person appears to be unaware of the need for immediate evacuation or uncertain about what to do use the following guidelines:
 2. Stay calm. Get their attention by touch or eye contact. Ask if you can help. State the problem clearly and simply including the need to leave the building immediately. Gestures and pointing are helpful. Be prepared to write a brief statement or draw a simple picture if the person does not seem to understand your visual cues.
 3. Offer visual instructions to designate the safest route or direction by pointing toward exits or evacuation maps.
 4. Offer to escort them from the building.
- d. Access to medications, refrigeration and back up power**
 1. The campus leadership team, with support from the Office Assistant, will ensure that all medications and supplies that require refrigeration or back up power are secured in a cool storage or evacuated to the nearest power source.

X. Emergency Response Procedures

A. Earthquakes

1. During an Earthquake

(a) If indoors:

1. Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD".
2. DROP to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
3. COVER under or near desks, tables, or chairs in a kneeling or sitting position.
4. HOLD onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes.

(b) In halls:

1. stairways, or other areas where cover is not available, move to an interior wall.

(c) In library:

1. Immediately move away from windows and bookshelves. Take appropriate cover.

(d) In laboratories:

1. all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals, which may spill.

(e) In the multi-use room:

1. take cover under the tables or move close to the interior walls away from windows.
2. School staff should check for injuries and assess the general safety of the room.

(f) If outdoors:

1. Move to an open space, away from buildings, trees and overhead power lines.
2. Lie down or crouch low to the ground (legs will not be steady). Put your head down and cover the back of your neck with your hands.
3. Keep looking around to be aware of dangers, which may demand movement.
4. Do not enter buildings until it is safe to do so.

5. School staff should check for injuries

(g) Additional Notes:

1. Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.
2. Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use a whistle and phone to call for help.
3. Teachers should be organized in a "Buddy System". If one teacher is injured, the buddy teacher (the teacher next door) should evacuate both classes according to the earthquake evacuation procedure.

2. After an Earthquake:

(a) Before evacuating the building after an earthquake, consider the following:

1. There may be dangers outside of the building, which you must consider before evacuating the students.
2. There may be no safe assembly area in the immediate vicinity.
3. There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated
4. The lighting inside the building will probably be out; it will be dark. Before evacuating students, do the following
 - a. Assess the situation. Coordinate with your Buddy teacher.
 - b. Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with other staff to have them cleared of dangers.
 - c. Determine if the assembly site is safe. If not, select an alternative assembly site.
 - d. If wires are down, they should be avoided.
 - e. Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
 - f. Don't forget to consider students with disabilities as you determine your evacuation routes.
 - g. After you have determined it is safe to do so, proceed with the evacuation of the school building.

B. Evacuation of School Building:

1. Faculty will evacuate students from the building (see Evacuation Map/Route).
2. Take class roster and assure that all students are accounted for.
3. Take the emergency bag(s).
4. If safe to do so, check to be sure all students have left the school building.
5. Students are not to be left unattended at any time during the evacuation process.
6. School staff should remain with their students and help to calm them
7. Upon arrival at a prearranged safe site (according to the evacuation map), take roll and report attendance to the Executive Director/designee immediately.
8. Notify police and fire (dial 911) if you have trapped, missing and injured individuals
9. Staff should provide appropriate care to any injured students.
10. Notify utility companies and SPS Facilities if a gas smell is present or if the power goes out.
11. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the director/designee.
12. Students should be released only to authorized adults during normal school hours. Fill out student release forms for each student allowed to leave during normal school hours.

13. If it is determined school buildings are safe to re-enter (by the school director), school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.

C. Fire

1. Fire on School Campus

(a) Dean of Operations will:

1. Call 9-1-1
2. Activate fire alarm
3. Notify the school Executive Director & Deans

(b) Faculty will:

1. Supervise evacuation according to the Emergency Evacuation Plan posted at every classroom
2. Take the emergency bag(s).
3. Take attendance clipboards and take roll at evacuation meeting point,
4. Close doors upon evacuating
5. Report missing students to the Dean of Operations
6. Report ALL students present and accounted for to Dean of Student Operations by using red/blue/green placard

(c) Office Assistant will:

1. Open necessary gates for emergency vehicles.
2. Re-occupy buildings when ordered to do so by the Fire Department.

2. Fire Adjacent to School

(a) Dean of Operations will:

1. Call 9-1-1
2. Activate the fire alarm
3. Notify the Executive Director and Deans
4. Evacuation only if instructed by 911 operator
5. Re-occupy buildings when ordered to do so by Fire Department
6. Ensure that all are accounted for after evacuation and upon returning to campus.

D. Threatening Individuals

1. **Active Shooter** - the procedures to prepare for active shooters are based on the specific needs and context of the school and community.

(a) 8 Step Active Shooter Drill:

1. Identify the Threat
 - a. Type, location & probability will all vary
 - b. Empower any Summit staff member to identify the threat & begin the process immediately
2. Send Out the Signal
 - a. Speak loud and clear over mass communication system (e.g. PA, walkie talkie).
 - b. For schools with no PA system, use the bullhorn kept at the front desk. If shooter is in that location, shout signal loudly.
 - i. LOCKDOWN.....pause.....LOCKDOWN.....pause...
.....LOCKDOWN.
 - ii. All Summit staff who hear signal, repeat signal
 - iii. Repeat three times loudly and slowly

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- c. The person who calls LOCKDOWN then needs to call 911 immediately, this person will stay on the line with 911.
 - d. Make sure word gets out after this – by group text to teachers.
 - e. Ensure there is a designated teacher on each floor that is in charge of shouting, “lockdown, lockdown, we are on a lockdown.” This teacher will then ensure all doors are locked, then lock themselves in with the last classroom checked.
 3. Bring Students Inside
 - a. If class is in session, all students must remain inside.
 - b. If students are out for break, lunch, or it's before or after school, students should run to the nearest classroom.
 - c. All students should be in a locked room, with a Summit adult, within 60 seconds of the signal.
 - d. Speed - and locked doors - are much more important than order.
 4. Lock the Doors
 - a. This is one of the two most important factors in buying time, which is itself the biggest factor on mortality rates.
 - b. Recommendation #1: New keys with new locks on all doors. At every school site. Every faculty member AND every member of SPS has that key.
 - c. Recommendation #2: Add an internal latch to every classroom door. Place rubber or wooden wedges in each classroom.
 - d. Consider a 2x4 in each room that could be propped against the door handle.
 5. Block Windows
 - a. Perform where possible immediately.
 - b. Keep blankets rolled up above windows, drop them down to create “blinds”
 - c. Herd students into hiding places and find the ‘blind spots’ from windows.
 - d. Pre-plan where students will be inside the room, during lockdown.
 6. Stay Down, Stay Quiet
 - a. Get students to switch phones to silent immediately.
 - b. No conversation in the room, at all.
 - c. Students should remain in place, no movement, using as little space as possible.
 - d. At minimum, remain immobile under desks and behind chairs.
 - e. Work with local police on assessment of best hiding places. They will bring in SWAT experts.
 7. Sound the All Clear
 - a. The all-clear must be specific and precise.
 - b. Should be performed by the Executive Director or Dean of Operations. Only if they are both injured, another teacher should perform.
 - c. Signal is: ALL CLEAR.....pause.....ALL CLEAR.....pause.....ALL CLEAR.
 - d. Any other signal should be ignored and students/teachers should remain in place.
 - e. Coordinate with local police dept., so they know this code and procedure.
 8. Prepare in Advance
 - a. Experts agree that practice is critical – in emergency situations, people mostly revert to whatever they have been trained to do.
 - b. Local police are normally very happy to assist with training, and to practice on-site responses at weekends

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- c. Preparation is key; as is keeping it simple. Quick, automatic reactions can save lives.

E. Bomb Threat

1. There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object
2. Threats should be handled quickly and efficiently as if they were real and life threatening. Danger may be imminent. Emergency responders need as much for warning as possible.
3. In all cases:
 - (a) Notify Executive Director immediately
 - (b) Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”.
 - (c) Caution students/staff against picking up or touching any strange objects or packages.
 - (d) Never use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s); remind everyone of this.
 - (e) If the Executive Director determines the need to evacuate, staff follows emergency procedures previously described.
 - (f) Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
 - (g) Evacuate building using primary and alternate routes. Take emergency bags. Check to be sure all students have left the building.
 - (h) Upon arrival at the designated safe site, take roll. Notify the Executive Director/designee and emergency response personnel of any missing students.
 - (i) Do not return to the building until emergency response officials determine it is safe. However, authorities may ask a staff member to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.

F. Explosion

1. Immediately after an explosion
 - (a) Instruct students to duck and cover. Call 911
 - (b) Immediately alert people near the area of the explosion and evacuate the area.
 - (c) Bring class rosters and evacuation route maps with you.
 - (d) If the automatic fire alarm has not been activated, activate the building fire alarm system by pulling the handle on a manual pull station.
 - (e) When you have arrived to the designated area of evacuation take roll and immediately notify your Executive Director of any missing students.
 - (f) Take care of any wounds or injuries
 - (g) Notify Dean of Student Operations and any emergency personnel about the students or staff members that are missing.
2. If students are indoors:
 - (a) Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
 - (b) Turn away from glass windows.
 - (c) Take cover under a desk or table or against an interior wall.
 - (d) Cover head with arms or hold to the cover.
 - (e) Hold the position until directed to evacuate the building.
 - (f) Staff will follow the emergency procedures previously described.
3. If students are outdoors:
 - (a) Move away from buildings, poles and overhead wires.
 - (b) Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be

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familiar with those possible areas of outdoor cover at your school site ahead of time.

- (c) Look out for dangers that demand movement.
- (d) Staff to follow emergency procedures previously described.

G. Chemical Accident

1. The major threat from this kind of situation is toxic fumes and/or contact with skin.

(a) Small Spills

1. Incidents may result from the improper handling or storage of hazardous materials or accidental spill of school chemicals at the school site. If the spill presents no hazard to occupants, small spills may be contained and cleaned by site/school personnel that are familiar with the hazards and properties of the material spilled. Proper Personal Protective Equipment (PPE) should be worn whenever handling spilled materials (the type of personal protection varies depending on the material, but should always include appropriate hand and eye protection).
2. Response Guidelines:
 - a. Evacuate the immediate area and inform others that you will be cleaning a spill
 - b. Wash off any materials that have spilled on you or others, unless otherwise indicated on the SDS.
 - c. Rinse affected area for a minimum of 15 minutes and remove all affected clothing
 - d. Put on appropriate gloves and protective eyewear
 - e. Locate spill kit or spill clean-up materials appropriate for the material spilled
 - f. Place spill debris (including absorbents, etc.) into a container compatible with the product spilled and securely close the container
 - g. Do not directly handle broken glass associated with the spill.
 - h. Use brush and dustpan and place broken glass into puncture resistant container such as a stiff cardboard box (unless material spilled reacts with organic materials), sturdy plastic, or in-tact glass vessel that can be closed and will not leak
 - i. Label and store container of debris along with other compatible waste until ready for pick up by Environmental Services
 - j. Dispose of gloves and thoroughly wash hands

(b) Large Spills:

1. Incidents can occur when trucks, trains, or pipelines are damaged resulting in the release/spill of chemicals at or near the school site. Seek assistance (ESD - Environmental Services Department) for clean-up of toxic materials, oxidizers, shock sensitive chemicals, air or water reactives, or most spills greater than a pint. Seek assistance whenever you are unfamiliar with the properties of the material spilled.
2. Response Guidelines:
 - a. Immediately evacuate the area
 - b. Call 911 if the spill presents a hazard
 - c. Wash off affected body parts in emergency shower and remove any contaminated clothing
 - d. Wash affected body parts for a minimum of 15 to 20 minutes using tepid water (if affected, hold eyes open over eyewash for 15 minutes)
 - e. Seek follow-up medical attention (provide a copy of the SDS - Safety Data Sheet for the medical care provider)
 - f. Seek immediate medical attention for students or personnel that may have ingested material or received a cut from contaminated media

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- g. If safe to do so, cover or berm-off potentially affected drains
- h. Shut down air handler as appropriate
- i. Secure and restrict access to affected room and surrounding affected area
- j. Do not allow re-entry by untrained personnel
- k. Provide response personnel with information about the spill:
 - i. Product name and/or chemical formula and CAS number
 - ii. SDS (Safety Data Sheet)
 - iii. Amount spilled
 - iv. When and where spill occurred
 - v. Length of time release occurred (if released from equipment)
 - vi. Names of affected people (those potentially exposed) and contact information
 - vii. Actions taken upon discovery

H. Opioid Overdose:

1. Identify symptoms of a potential overdose:
 - (a) Unresponsive
 - (b) Shallow, slow, and/or gurgled breathing
 - (c) Pinpoint pupils
 - (d) Skin clammy
 - (e) Skin color change, especially around lips or cuticles (turning bluish-purple or grayish or ashen depending on skin tone)
2. Call for help. One adult stays with the person, and one adult retrieving Naxolone from the Main Office (stored securely with AED) and alerting school administration
3. Check if the person is responsive by shouting, tapping the bottom of their foot, or rubbing their sternum
4. Gently lay the person on their back and yell, "I'm going to Narcan you!"
5. Tilt the person's head back and administer one dose of NARCAN by inserting it into their nostril
6. Call 9-1-1 and tell the operator "I have someone who is non-responsive and need an ambulance"
7. If there is no response in 2-3 minutes, administer the second dose of NARCAN by inserting it into the other nostril
8. If the person does not begin to breathe on their own, begin rescue breaths and chest compressions until help arrives.
9. Once the person begins breathing on their own, place them in the rescue position to avoid vomit aspiration: lying on their left side, bottom arm underneath their head, and top knee bent forward

I. General Chemical Emergency Procedures:

1. Building Evacuation:
 - (a) If a decision is made to evacuate, use the appropriate evacuation procedures.
 - (b) Indicate the location of the hazard.
 - (c) Evacuate students away from the location of the chemical problem.
 - (d) Move everyone uphill/upwind from the situation. Wind and water can quickly transport hazardous materials.
2. Shelter: If the decision is made to Shelter-in-Place.
 - (a) Assemble in designated Areas-of-Refuge that will provide temporary and relatively safe shelter from the hazardous material(s)
 - (b) Consider shutting down the building air handling system.

J. Air Pollution & Gas Leak

1. Air Pollution

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- (a) Have a record on hand of any staff members or students who have any respiratory health issues.
 - (b) Be in close contact with district office or be in the look out for any smog advisories.
 - (c) Immediately notify those staff members or students with respiratory health issues to stay in doors and minimize any strenuous activities for the day.
 - (d) If the decision is made to Shelter-in-Place:
 - 1. Consider shutting down the building air handling system.
 - 2. Assemble in designated Areas-of-Refuge that will provide temporary and relatively safe shelter from the hazardous material(s).
2. Gas Leak
- (a) The person detecting the odor of natural gas will:
 - 1. Notify the Dean of Operations and Executive Director
 - 2. Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).
 - (b) The Dean of Student Operations will:
 - 1. Immediately call 9-1-1 and notify the Fire Department, providing:
 - a. building address,
 - b. site name,
 - c. description of the odor,
 - d. and location of the odor.
 - 2. If ordered to do so, evacuate the building.
 - 3. If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the Fire Department.
 - 4. Notify Summit's Facilities/Real Estate Team

K. Hazard Assessment of School Site

- 1. A qualified structural and/or civil engineer should perform the hazard assessment of the school site where appropriate. The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards. The hazard assessment should include evaluation of the following potential hazards to impact the school site, staff or students:
 - (a) Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.
 - (b) Proximity of high voltage power lines.
 - (c) Proximity to fault lines
 - (d) Likelihood and possible effects of flooding
 - (e) Likelihood and possible effects of wildland fire.
 - (f) Likelihood and possible effects of severe weather.
 - (g) Probable safety areas for evacuation, after an earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.
 - (h) Locations of interior hanging fixtures on ceilings, etc. such as fluorescent lights.
 - (i) Locations of windows, particularly those near doorways.
 - (j) Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
 - (k) Stability of water heaters.
 - (l) Security of AV equipment, computers, TV monitors, aquariums, etc. from motion during an earthquake.

L. Pandemic

- a. Put your plans into action, as needed.
- b. Track student absenteeism due to flu-like symptoms.
- c. Encourage students and staff to practice healthy behaviors (for example, staying home when they're sick, covering their coughs and sneezes, and washing their hands often).
- d. Provide supplies (such as tissues and soap).

- e. Clean frequently touched surfaces and objects (such as computers and door knobs).
- f. Designate a room and transportation for sick students and staff.

L. Family Reunification

1. After all emergency events, schools will prioritize family reunification when safety is guaranteed for both students and their family members.
2. Schools will select a safe, accessible reunification location near school grounds.
3. Reunification location and scheduling will be communicated to families via phone and text message.

Emergency Response Teams

A. Staff Instruction

1. School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff must follow the guidance and direction from the Executive Director or Deans of Operation and seek technical assistance from State and Federal agencies and industry where appropriate.
2. The most important part of the school emergency plan is to account for all students, communicate their safety and well being, and release them as soon as possible to their parent or designated guardian. Documentation is a key element for all team activity. These teams should be set up at the beginning of the school year to ensure the readiness of the school site to respond to a major earthquake.
3. Remember to be prepared to be isolated for 72 hours

B. Roles & Responsibilities

1. Executive Director
 - (a) Calls and communicates with emergency agencies (e.g. fire and police departments)
 - (b) Works with emergency services personnel and keeps officials informed of the situation. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
 - (c) Responsible for Initial sweep of corridors, auditorium, bathrooms, and outdoor areas for students
 - (d) Leads and provides First Aid
 - (e) Coordinates faculty search and rescue teams
 - (f) Takes steps deemed necessary to ensure the safety of students, staff, and other individuals.
 - (g) Determines whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.)
 - (h) Arranges for transfer of students, staff, and other individuals when safety is threatened by a disaster.
 - (i) Determines when it is safe to re-enter school (ends drills)
 - (j) Assumes overall direction of all incident management procedures based on actions and procedures.
2. Dean of Operations / Office Assistant
 - (a) Responsible for Initial sweep of corridors, auditorium, bathrooms, and outdoor areas for students
 - (b) Brings emergency contact info and records to designated emergency meeting area
 - (c) Take a first-aid kit to "safe" area and organize first aid and medical supplies.
 - (d) Provides/administers first aid or emergency treatment as needed
 - (e) Assists with health incidents as needed, acting as messengers, etc.
 - (f) Coordinates initial head count with attendance

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- (g) Manages and tracks the dismissal of students (keep records)
 - (h) Ensures that all power, fuel, and water mains have been shut off
 - (i) Answers phones and assists in receiving and providing consistent information to callers
 - (j) Executes assignments as directed by Executive Director/Deans
3. Teachers
- (a) Maintain classroom safety resources and keep them clearly visible
 - (b) Evacuate the classroom along the predetermined or safest route to the “safe” area. Teachers on prep: help with initial sweep of building.
 - (c) Direct students in their charge to inside or outside assembly areas, in accordance with signals, warnings, written notifications coming from Executive Director/Deans
 - (d) Supervise students under their charge and determine appropriate supports for any students with disabilities in the event of emergency (see Safety Plan for guidance)
 - (e) Give appropriate actions command during an incident
 - (f) Take attendance when class is relocated to an outside or inside assembly area or evacuates to another location
 - (g) Communicate attendance with Executive Director and Dean of Student Operations
 - (h) Obtain first aid services for injured students and notify Dean of Student Operations
 - (i) Execute assignments as directed by Executive Director/ Deans

XIII. Use of School Grounds for Public Welfare

- A. Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. The school shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)
- B. In an emergency, local officials may tell the public to seek safe shelter or “shelter-in-place.” Shelter-in-place means to stay inside or go in the nearest building when a disaster strikes. It is a way to stay as safe as possible until the emergency is over where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same things as going to a shelter in case of a storm.). Shelter-in-place means selecting a small, interior room, with no or few windows and taking refuge there. It does not mean sealing off your entire school. If you are told to shelter-in-place, follow the instructions below.
- C. Chemical, biological or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect students and staff. Because the information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday. The important thing is to follow instructions of local authorities and know what to do if they advise you to shelter-in-place
- D. How to Shelter-in-Place at School
 - 1. Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
 - 2. If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.
 - 3. Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the

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room selected to provide shelter for the school secretary, or person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.

4. Ideally, provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
 5. If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.
 6. If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave.
 7. Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
 8. If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.
 9. Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
 10. Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
 11. Select interior rooms, above the ground floor, with the fewest windows or vents. The rooms should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or if the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms and even a gymnasium without exterior windows will work well.
 12. It is ideal to have a hard-wired telephone in the rooms you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Keep in mind that cellular telephone equipment may be overwhelmed or damaged during an emergency.
 13. Bring everyone into the room. Shut and lock the door.
 14. Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents into the room.
 15. Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
 16. Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community
- E. Local officials on the scene are the best source of information for your particular situation. Following their instructions during and after emergencies regarding sheltering, food, water and clean up methods is your safest choice
- F. Remember that instructions to shelter-in-place are usually provided for durations of a few hours, not days or weeks. There is little danger that the room in which you are taking shelter will run out of oxygen and you will suffocate.

XIV. School Policies & Procedures

A. Procedures to Notify Teachers of Dangerous Pupils

1. A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any dangerous acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

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2. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
3. An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
4. 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

B. Maintaining a Safe and Orderly Environment Conducive to Learning

Summit categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different faculty response. Here is a summary of the behavior levels and the appropriate teacher responses:

Level	Response	Description
Level 1	Redirect	<ul style="list-style-type: none"> • A student causes a minor disruption to the learning environment. • The teacher quickly redirects the student to meet the expectations.
Level 2	Reflect	<ul style="list-style-type: none"> • A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection. • The teacher reestablishes the focus of the class and schedules time to reflect with the student on his/her decisions and behavior.
Level 3	Reach out	<ul style="list-style-type: none"> • A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection. • The teacher refers the student to the office and reestablishes the safety and focus of the class. • The administrator reflects with the student and plans next steps, including communication with families and mentors.
Level 4	Reset	<ul style="list-style-type: none"> • A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. • The teacher refers the student to the office and reestablishes the safety and focus of the class. • The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.

The process for responding to Level 4 behaviors is the most nuanced, complex, and personalized. While suspension and expulsion may be considered for Level 4 behaviors, sometimes they are not chosen as the best strategy to meet the outcomes listed above. Depending on the situation, the school director may lead a family conference, a restorative circle, or some other plan for the student to understand and then restore his/her impact on the community.

C. School-Based Threat Assessment

1. Summit is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment, management, and response to reports of any dangerous, violent, or unlawful activity that is being conducted or

threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.

2. Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.
3. The threat assessment process is distinct from student discipline procedures.
4. **Structure of Threat Assessment Teams**
 - a. The Network Leadership Team will establish and ensure the training of a multidisciplinary, multi-agency threat assessment team to serve schools. It might include:
 1. Counseling
 2. Law enforcement
 3. School administration
 4. Teachers
 5. Special education teachers
5. **Function of Threat Assessment Team**
 - a. Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property.
 - b. Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication.
 - c. Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk.
 - d. Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff.
 - e. Reports its determination to the superintendent or designee. Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.
6. **Data Collection, Review and Reporting**
 - a. Data related to the school-based threat assessment program complies with Summit's standard monitoring requirements, processes, and guidelines.

D. Tactical Response Plan

All portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, include steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s). These steps have been developed in accordance with Education Code 32281 and are included in the [Disaster Response Procedures](#) section of this plan

1. General Crime Reporting

All members of the campus community are urged to immediately report crimes, suspicious actions, fires, or other emergencies occurring on the campus to a member of the campus leadership team. In an emergency or a crime in progress call staff will be directed to contact the Executive Director and 911.

2. Response to a Reported Crime

If a crime is reported on campus, a member of the campus leadership team will contact local law enforcement and the guardian of the student involved. Police officers will take the required action to investigate the crime, search for suspects, collect available

evidence, file a report, and work with local prosecutors (if necessary). All reported crimes will also be reviewed by campus leadership to determine if action is required in accordance with the Student Handbook.

3. Off Campus Safety and Security

Campus leadership will partner with the local law enforcement department that has primary jurisdiction in the areas surrounding the campus and will communicate (if contacted) on any incidents occurring off campus when a Summit student is involved.

4. Crime Log

The campus office will maintain a log of crimes and incidents that occur on campus and that is accessible to the public upon request. This information includes the nature of the crime or fire, the date of incident, the date reported, time, general location, and disposition (if known). In order to protect an ongoing criminal investigation or the identity of a victim, campus leadership and law enforcement may classify information as confidential and prohibit its release.

5. Strategy to Care for Students Who Witnessed a Violent Act at Any Time

Summit Public Schools recognizes that students exposed to potentially traumatic experiences (like violent acts) often demonstrate emotional and behavioral difficulties that dramatically interfere with their ability to engage in school.

To care for students who have witnessed a violent act, campus leadership will do the following:

- a. Assess the situation. The Executive Director will meet with staff to prepare the postvention response, to determine how many students may have been impacted by the act and how large the scale of response should be.
- b. Share information. If the act occurred on campus, the campus leadership team will call a staff meeting to share known details and write a statement for staff members to share with students. The statement should include the basic facts, recognition of the trauma the event may have caused, and information about the resources available to help students cope with the effects of the event.
- c. Initiate support services. Students identified as being impacted by a violent event on campus may be assessed by a school employed mental health professional to determine the level of support needed. The Executive Director will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, the Executive Director will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

E. Discrimination, Harassment, Intimidation, Bullying, and Cyberbullying

Summit Public Schools believes all students have the right to a safe learning environment. Discrimination, Harassment, Intimidation, Bullying, and Cyberbullying are disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment.

Summit prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

All members of the Summit community are required to report any infraction or suspicion of infraction to the school directors. Summit will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner.

All Summit staff are encouraged to [pursue training in bullying prevention](#). For more information see our [Summit Public Schools Bullying/Harassment Prevention Policy](#).

F. Visitor Policy & Access to Campus

Summit Public Schools welcomes visitors to our schools. We are also committed to the security of our sites. To help ensure the well-being of our students and staff, visitors must comply with the following requirements and procedures. Visitors include any person who is not a Summit student, Summit employee, or registered volunteer.* They include families, non-registered volunteers, community members, vendors and service providers, and other partners.

1. School sites will post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements.
2. Immediately upon entering any school building or grounds, visitors will report their presence and reason for visiting the school to the front office.
3. Visitors will provide proof of identification, e.g., driver's license, and sign in using a log that is kept at the front desk. Logs shall be kept on file for the full school year.
4. An office staff member will provide identification, e.g., visitor badge, to be used by all visitors at all times while on school premises. The visitor will make this identification visible at all times during the visit.
5. Visitors will engage with students and faculty respectfully in ways that maintain community and do not interrupt teaching and learning.
6. At the time of departure, visitors will sign out on the log at the front desk.
7. Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.
8. Employees should at all times watch for strangers on school premises. Employees who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered. Employees and volunteers should immediately inform school leaders of any visitor who refuses to comply with registration requirements.
9. Non-Summit students who are visiting Summit [school] for events such as prom or dances are required to have completed, signed, and turned in a guest verification form prior to the event.

* Registered volunteers are volunteers who are on site 2-3 times every week and have LiveScan and TB clearance.

Visitors who violate the policies outlined above will be directed to leave the premises. If they refuse, they will be ejected. Summit Public Schools reserves the right to pursue a civil or criminal legal action against any person violating the code, and the discretion to determine what constitutes a violation.

G. Dress Policy

Summit is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress philosophy reinforces and supports a professional school environment - and aligns with local school and community norms that increase student safety.

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). To ensure effective and equitable enforcement of this dress code, Summit faculty and staff will enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. Click [here](#) to see the entire policy.

H. Suspension/Expulsion Policy

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This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Summit Public Schools (“Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Click [here](#) to see the entire policy.

I. Discipline Policy

When we purposefully build peace in the community and maintain that peace through active community engagement, we limit the amount of time stakeholders spend making peace when norms have been violated. There is a shared responsibility among all members of the Summit community to build and keep peace in classrooms, during unstructured times and in all conversations. Each site works together to schedule and support each other in this community development. Our schools work everyday to help all students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging.

Summit’s graduated discipline plan is in place for when the culture we’ve built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development. We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and college readiness.
- When principles guide actions instead of rules, students can generalize for the future.
- All students are capable of being college ready.
- In a high-trust organization, students prepare for the independence of adulthood.

Click [here](#) to see the entire policy.

Appendix A: Compliance Checklist

<p>✓ The Comprehensive School Site Safety Plan (CSSP) was collaboratively developed by a school site council:</p>			
<p>Jonathan Stewart, Executive Director Julieta Pomares, Dean of Operations Sheena Iwamoto, Dean of Instruction Devonna Alatorre, Dean of Instruction Dina Le, Dean of Expeditions Jackie Ibarra, Office Assistant</p>			
<p>✓ The CSSP was reviewed by local police and fire departments, and a final version was provided to them.</p>			
Name	Agency	Signature	Date
<p>✓ The CSSP was presented for public opinion, or avenues for family feedback are available.</p>			
<p>✓ The CSSP has been approved by the Summit Public Schools COO.</p>			
<p>✓ All staff members have been provided with and trained on the CSSP.</p>			
<p>✓ The CSSP is available for public inspection.</p>			

Compliance Timeline

Date	Task	Owner
August 1	CSSP is drafted	School site
October 1	Begin annual review of CSSP	School site
December 1	CSSP updated and adopted; provided to Summit Public Schools	School site
January 1	CSSP approved by Chief Operating Officer	Home Office
March 1	CSSP submitted to authorizers	School site