

GENERAL INFORMATION

The Anderson Police Department was consulted in August 2020 to obtain current crime statistics in the vicinity. Suspension/expulsion data was reviewed from the California Longitudinal Pupil Achievement Data System (CALPADS), behavior referrals, and counseling referrals.

School discipline rules and procedures have been developed, reviewed, updated, and distributed in student and parent handbooks and are graphically depicted on posters throughout the school. Included in these documents are expected conduct, unacceptable behaviors, and consequences. Behavioral aides are in place in the school to evaluate and address urgent issues. Evacuation plans address the needs of students with disabilities and students with limited English proficiency.

Local Control Funding Formula funds are the source for regular school safety issues. The District is currently utilizing additional funding designed to address specific health/safety needs associated with COVID-19 risks. Many of these risks intersect with risks associated with items that are addressed in the Comprehensive Site Safety Plan.

The school staff annually reviews the Comprehensive Site Safety Plan and associated policies and procedures to ensure that should a situation arise, the staff is well-prepared to meet it with people, products, and protections in place. Each employee is required to attend child abuse reporting training; this training addresses student affect changes that may lead to the discovery of an abuse situation. In addition, staff is mandated to attend various professional development trainings that align with the specific duties and tasks of his/her job description. Bullying prevention training is housed on our website so it can be reviewed each time an incident arises.

Mental Health and Counseling services are available to all students. Kimmi Ross, LMFT, District Behavior Intervention Specialist, serves students referred for trauma, psychological or social services, attendance support, homelessness, and when an area of need is suspected. Ms. Ross, along with a team of District psychologists, responds to crises as a first responder to assess the various needs for mental health support or intervention.

The Cascade Union Elementary School District Governing Board is vigilant in adopting the most current board policies and administrative regulations in order to appropriately address all safety concerns in light of the latest legislative guidance.

Campus security issues have been addressed by installing perimeter fencing on each campus. Security equipment including surveillance cameras (installed in 2020) and alarm systems are utilized. Aides surveil the campus during the school day when students are outdoors, and visitors are required to check in at the office, obtain and wear a visitor's pass, and check out at the office at the conclusion of their visit.

Introduction: Purpose, Goal & Scope

Purpose

The purpose of this School Emergency Plan is to provide emergency management and is a central component of school safety where the most important consideration is the health, safety, and welfare of the students and staff. This framework and plan of policies, procedures, guidelines, and organizational structure enables Anderson Middle School and its community partners to effectively mitigate against, prepare for, respond to, and recover from all emergencies and disasters involving its school(s).

This plan purposely does not address more specific responses demanded by the almost limitless variety of possible crises. We are including the safety program to include the Standard Response Protocol (SRP). The Standard Response Protocol (SRP) is based on these five actions: HOLD, SECURE, EVACUATE, LOCKDOWN, and SHELTER.

Goal

The goal of this plan is to ensure the safety of all members of the Anderson Middle School community and to preserve the well-being of the school and continuity of education through a rapid, coordinated, effective response to (and recovery from) emergencies and disasters.

Scope & Use

This plan is intended for use by school administrators, faculty, staff, students and emergency responders. It is also intended to inform parents and community leaders of the school's planned actions in response to emergencies as a way of preparing families and local officials before an emergency occurs.

Standard Response Protocols

Emergency/Disaster Response Procedures

See tabbed section in Safety Binder which details disaster preparedness plan and emergency procedures.



HOLD is followed by “In Your Room or Area, Clear the Halls” and is used when the hallways need to be kept clear of occupants and staff.

See Sample of “Hold” Protocol in Standard Response Appendix A

- ✓ Injury/medical situation (i.e. allergic reaction, seizure, etc.) involving student(s) or staff



SECURE is followed by the Directive: “Get Inside. Lock Outside Doors” and is the protocol used to safeguard students and staff within the building.

See Sample of “Secure” Protocol in Standard Response Appendix A

- ✓ Potentially dangerous situation in the vicinity of the school, considered a “soft lockdown”



EVACUATE is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.

See Sample of “Evacuate” Protocol in Standard Response Appendix A

- ✓ Fire on/off school grounds which endangers students and staff
- ✓ Flood
- ✓ Gas leaks
- ✓ Biological, radiological, chemical, other activities or heightened warning of such activities
- ✓ Police Led Evacuation
 - Bomb threat or actual detonation



LOCKDOWN is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep students quiet and in place.

See Sample of “Lockdown” Protocol in Standard Response Appendix A

- ✓ Weapons
- ✓ Intruder or Active Shooter



SHELTER is always followed by a type and a method and is the protocol for group and self-protection.

See Sample of “Shelter” Protocol in Standard Response Appendix A

- ✓ Earthquake or other natural disasters
- ✓ Power Failure
- ✓ Environmental hazards
- ✓ School closure
 - Medical emergencies and quarantines such as pandemic or influenza outbreak



HOLD

In Your Room or Area

HOLD IN YOUR ROOM OR AREA. CLEAR THE HALLS

There may be situations that require students to remain in their classrooms. For example, an altercation in the hallway may require keeping students out of the halls until it is resolved. A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.

There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.

PUBLIC ADDRESS

The public address for Hold is: "Hold in your room or area. Clear the Halls." and is repeated twice each time the public address is performed. There may be a need to add directives for students that are not in a classroom, at lunch or some other location where they should remain until the hold is lifted.

"Hold in your room or area. Clear the Halls.
Hold in your room or area. Clear the Halls."

PUBLIC ADDRESS - RELEASE

A Hold can be released by Public Address.

"The Hold is released. All Clear.
The Hold is released. All Clear."

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

ACTIONS

Students and teachers are to remain in their classroom or area, even if there is a scheduled class change, until the all clear is announced.

Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.

Students and staff outside of the building should remain outside unless administration directs otherwise.

It is suggested that prior to locking the classroom door, teachers should rapidly sweep the hallway for nearby students. Additionally, teachers should take attendance, note the time, and conduct business as usual.

In a high school with an open campus policy, communicate as much detail as possible to students who are temporarily off campus.

RESPONSIBILITY

Typically an administrator is responsible for initiating a Hold, however anyone should be able to call for a Hold if they observe something happening that would require this action.

PREPARATION

Student, teacher, and administrator training.

DRILLS

Hold should be drilled at least once a year, or as mandated by state requirements.

CONTINGENCIES

Students are trained that if they are not in a classroom they may be asked to identify the nearest classroom and join that class for the duration of the Hold.

EXAMPLES OF HOLD CONDITIONS

The following are some examples of when a school might initiate a Hold:

- An altercation in a hallway;
- A medical issue that need attention;
- Unfinished maintenance operation in a common area during class changes.

INTERNAL/PRINCIPAL MESSAGING

To students and staff during an incident.

Example Situation: Medical Emergency

"Students and staff, please Hold in the cafeteria or your room. We're attending to a medical situation near the office."

"Students and staff, the Hold is released. All clear. Thank you for your assistance with making this Hold work smoothly."

MESSAGING TO PARENTS

To parent and community after a Hold event

Example Situation: Medical Emergency

"Today at (time of day), there was a limited First Aid event in the building which required the Hold action to be initiated. Hallways were cleared and the event was handled promptly. Questions can be directed to (PIO) jdoe@school.org"



SECURE

Get Inside, Lock Outside Doors.

SECURE GET INSIDE, LOCK OUTSIDE DOORS.

The Secure Protocol is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection.

PUBLIC ADDRESS

The public address for Secure is: "Secure! Get Inside. Lock outside doors" and is repeated twice each time the public address is performed.

"Secure! Get Inside, Lock outside doors.
Secure! Get Inside, Lock outside doors."

ACTIONS

The Secure Protocol demands bringing people into a secure building, and locking all outside access points.

Where possible, classroom activities would continue uninterrupted. Classes being held outside would return to the building and, if possible, continue inside the building.

There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc. Depending on the condition, this may have to be delayed until the area is safe.

During the training period it should be emphasized to students as well as their parents that they may be inconvenienced by these directives, but their cooperation is important to ensure their safety.

CONTROLLED RELEASE

Circumstances where a threat is perceived but not directly evident may warrant a Controlled Release. During a Controlled Release, parents or guardians may be asked to pick up students rather than have them walk home. Buses may run as normal, but increased monitoring of the bus area would occur. There may be additional law enforcement presence.

MONITORED ENTRY

When there is a perceived threat but it's not immediate, anyone entering the building is more closely monitored, especially during after-school gatherings. Students changing classes between buildings or going to the parking lot might be escorted with a heightened awareness.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

During a Secure event, administration or staff may be required to lock exterior access points. Staff members assigned "Primary Responsibility" for a "Secure Zone" would

follow the designated protocol during a drill as well. These areas may include doorways, windows, loading docks, and fire escape ladder access points. The assigned staff is designated as having "Secure Duty."

A person should also be assigned "Secondary Responsibility" for Secure Duty in the event the person with Primary Responsibility is absent or unable to perform the protocol.

Assign someone to attach the Secure posters (shown on the right), outfacing, to building entry doors to alert potential visitors of the Secure condition.

REPORTED BY

Secure is typically reported by emergency dispatch to the school office. Office staff then invokes the public address and informs administration.

It may also be reported by students, staff or teachers if a threat is directly observed outside of the building.

PREPARATION

Identification of perimeter access points that must be locked in a Secure event defines the Perimeter. In the event a perimeter cannot be secured, identify areas within each building that can be secured.

Secure Zones - areas of a school or campus with exterior access points - should be established and protocols developed to ensure that those on "Secure Duty" attend to all areas in their zone.

Preparation includes identification of staff with Primary and Secondary responsibility and assignment of these duties.

DRILLS

Secure drills should be performed at least twice a year, or as mandated by state requirements. At least one should be performed while outdoor activities are in progress.

CONTINGENCIES

There may be physical attributes to the campus that mandate special handling of a Secure event. An example would be a campus where modular buildings are present. If the modular building cannot be secured, it may be best for students to Evacuate to the main building rather than going to Secure in the modular building. Listen for specific additional directives.

If the school is a distributed campus (multiple permanent buildings), they will have to consider what their perimeter is. In a perceived and indirect threat, they may decide that extra supervision for class changes between buildings is sufficient and appropriate.

If, during a Secure event, an additional hazard manifests (i.e.: fire, flood, hazmat), then additional directives will be given for the appropriate response.

EXAMPLES OF SECURE CONDITIONS

The following are some examples of when a school or emergency dispatch might call for Secure Protocol.

- Unknown or unauthorized person on the grounds
- Dangerous animal on school grounds
- Criminal activity in area
- Planned police activity in the neighborhood

MEDIA MESSAGING

To the community during an event.

Example Situation: Criminal Activity Nearby

If your school has been notified by law enforcement that there's activity in the area, you might use this type of message:

"We have been advised there is police activity in the area of **(location)**. Staff and students are accounted for and the Secure Protocol has been established. Updates to follow."

DISPATCH MESSAGING

To the school prior to this occurring.

Example Situation: Planned Warrant Service Notification

"Be advised there is a planned police activity today **(date)**, sometime between **(time range)**, in the area of **(neighborhood or nearby intersection)**. We request the schools in the area place their campuses in the Secure protocol during this event. Be advised there may be an increased Law Enforcement presence in the area and the potential of loud noises. We will notify you when the event has concluded."

WHEN... THEN...

The following scenario happened in a school district, and is a good topic of discussion during tabletop exercises.

Example: Shots are fired in the neighborhood

In this event, the school day had ended at a neighborhood middle school. Some students were walking home, some were on buses, and some were on campus for after-school sports. When the shots were fired, who was in charge of the communication?

- Law Enforcement needed to alert the school.
- The school was responsible for sending an alert to students/parents/guardians.
- Students who were still on campus were brought inside, and the campus enacted the Secure Protocol.
- Law Enforcement increased patrols in the neighborhood as they sought the source of the gunfire.
- Dispatch maintained communication with the school's Communication Team.





LOCKDOWN

Locks, Lights, Out of Sight

LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building. From parental custody disputes to intruders to an active assailant, Lockdown uses classroom and school security actions to protect students and staff from the threat.

PUBLIC ADDRESS

The public address for Lockdown is: "Lockdown! Locks, Lights, Out of Sight!" and is repeated twice each time the public address is performed.

"Lockdown! Locks, Lights, Out of Sight!
Lockdown! Locks, Lights, Out of Sight!"

ACTIONS

The Lockdown protocol demands locking individual classroom doors, offices and other securable areas, moving occupants out of line of sight of corridor windows, turning off lights to make the room seem unoccupied, and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is. The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the building. If the exterior doors are already locked, leave them locked but do have a conversation with your local responders so they understand and can gain access during a Lockdown. The best option is to have the ability to lock doors remotely.

Teacher, staff and student training reinforces the practice of not opening the classroom door once in Lockdown. No indication of occupancy should be revealed until first responders open the door.

If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher is responsible for implementing their classroom Lockdown. If it is safe to do so, the teacher should gather students into the classroom prior to locking door. The teacher should lock all classroom access points and facilitate moving occupants out of sight.

REPORTED BY

When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Initiating the Lockdown may happen through various methods, or a combination of methods, depending

on the procedures and alert systems utilized by each school and district. Lockdown alerts may be made by word of mouth, phone, radio systems, intercom, panic buttons, or more advanced forms of technology. Plan the communication method in advance to set expectations for students and staff. Regardless of the method(s) of notification, the initiation of a Lockdown should be consistent, simple and swift, and include immediate notification of school administration and local law enforcement agencies.

PREPARATION

Identification of classroom access points that must be locked in the event of a Lockdown is essential preparation. These may include doorways, windows, loading docks, and fire escape ladder access points.

A "safe zone" should also be identified within the classroom that is out of sight of the corridor window. Teachers and students should be trained to not open the classroom door, leaving a first responder, school safety team member or school administrator to unlock it.

Students, staff and teachers should be advised that a Lockdown may persist for several hours, and during an incident silence is recommended.

DRILLS

Lockdown drills should be performed at least twice a year, or as mandated by state requirements. If possible one of these drills should be performed with local law enforcement personnel participation. At a minimum, law enforcement participation in the drill should occur no less than once every two years.

For more information, see the Lockdown Drills section of this book.

CONTINGENCIES

Students and staff who are outside of classrooms when a Lockdown is announced should try to get into the closest available classroom, or room with door that can be secured. In the event someone cannot get into a room before doors are locked, they should be instructed about other options. In this situation, students and staff should be trained to hide or even evacuate themselves away from the building or area. Students and staff should receive training on where to go if they self-evacuate so they can be safe and accounted for.

If, during a Lockdown, an additional hazard manifests inside the school such as a fire, flood, or hazmat incident, then situational decisions must be made. There should be discussions about reacting to a fire alarm if it is activated during a Lockdown. This may require following additional directives of the SRP.

CELL PHONES

It is not uncommon for school administrators to ban cell phone use during a Lockdown. Parent instincts may be at odds with that ban. Often, one of the first things a parent will do when there is a crisis in the school is text their child.

In evaluating actual Lockdown events, the initial crisis may only take minutes. After the threat is mitigated, Law Enforcement typically clears the school one classroom at a time. This process may take significant time. During this time, both parents and students can reduce stress through text communications. This also provides a classroom management strategy. Selecting three or four students at time, a teacher may ask students to text their parents with a message like this: "We're in Lockdown. I'm okay and I'll update you every 5 minutes." Certainly, if a threat is imminent, texting would be discouraged.

There is also an opportunity to ask the students to text their parents with crafted messages as an event unfolds. For example, "Pick me up at Lincoln Elementary in one hour. Bring your ID," might be recommended for student-parent reunification.

It may also be beneficial to have students turn off both Wi-Fi and cellular data services. This frees up bandwidth for first responders, while still allowing SMS text messaging.

EXAMPLES OF LOCKDOWN CONDITIONS

The following are a few examples of when a school or emergency dispatch might call for a Lockdown.

- Dangerous animal within school building
- Intruder
- Angry or violent parent or student
- Report of a weapon
- Active assailant

RED CARD/GREEN CARD

Red Card/Green Cards should NOT be used for a Lockdown. Based on a number of tactical assessments, the overwhelming consensus is that this practice provides information to an armed intruder that there are potential targets in that room.

MEDIA MESSAGING

To community after an event.

Example Situation: Intruder in the School

"Today at **(time of day)**, there was an individual observed entering **(school name)**. The individual was later identified as a non-custodial parent of a student at **(school name)**. School officials placed the school on Lockdown and notified the police of the situation. The individual was not able to gain access to any students at the school and the police are investigating the situation."

DISPATCH

To responding officers during an event.

Example Situation: Angry/Violent Parent at School

"**(Dispatched units)** there is a disturbance at **(school name)**. A parent **(identity if known, physical description)** on scene is screaming, throwing items, and threatening staff in the office area of the school. The reporting party advised the school has been placed on Lockdown. **(time stamp)**."

LAW ENFORCEMENT MESSAGING

To community/media after event.

Example Situation: Weapon Report

"On **(date)** at **(time of day)**, **(LE Agency)** received the report of a student who had brought a weapon to **(school name)** and was allegedly armed in an otherwise unoccupied classroom. School officials advised the remainder of the school had been placed on Lockdown. Upon arrival, officers were able to make contact with the student and placed the student into custody without incident. The investigation is ongoing."

THE DURATION OF A LOCKDOWN

A question that occasionally arises is "How long does it take to release a Lockdown?" The answer is, "That depends, but probably longer than you want to hear."

The Foundation has heard accounts of a Lockdown lasting for hours. In one case - a weapon report - the school was in Lockdown for over three hours. In another - an active assailant in the building - it took about an hour after the issue was resolved for law enforcement to clear the classrooms.

WHAT ABOUT CELL PHONES?

One of the occasionally heated conversations is about cell phone usage. If the current trends continue, there will be a point in the future where nearly every student will have a communication device.

There may be cases where law enforcement will ask students to leave their phones behind. A bomb threat for example.

In many cases, having the ability to craft messages for students to send their parents, or for students to call their parents, can be of tremendous value.

The Foundation freely admits to a bias though. Take just a moment and think of the origination of the Foundation. (See page 8.)



EVACUATE

A Location may also be given

EVACUATE TO A LOCATION

Evacuate is called when there is a need to move people from one location to another.

Most often, evacuations will be necessary when there's a heating/ventilation system failure, nearby gas leak, or bomb threat. In those cases, people will be allowed to bring their personal items with them. An evacuation drill is very similar to a fire drill.

PUBLIC ADDRESS

The public address for Evacuate is: "Evacuate! To a Location" and is repeated twice each time the public address is performed. For instance, "Evacuate! To the Flag Pole."

"Evacuate! To a location.
Evacuate! To a location."

ACTIONS

The Evacuate Protocol demands students and staff move in an orderly fashion.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

The classroom teacher or administrator is usually responsible for initiating an evacuation. The directives or actions may vary for fire, bomb threat, or other emergency. Other directions may be invoked during an evacuation and student and staff should be prepared to follow specific instructions given by staff or first responders.

PREPARATION

Evacuation preparation involves the identification of facility evacuation routes, evacuation assembly points and evacuation sites, as well as student, teacher, and administrator training. An evacuation site usually becomes the reunification site, so plan accordingly. Ideally choose an offsite evacuation facility that's in walking distance and another farther away from the school in case the hazard is in the immediate area. Have an MOU in place with each site to outline expectations and responsibilities in advance. There is a sample MOU for this on The "I Love U Guys" website.

EVACUATION ASSEMBLY

The Evacuation Assembly refers to gathering at the Evacuation Assembly Point(s). Teachers are instructed to take roll after arrival at the Evacuation Assembly Point(s).

Schools with large populations might plan on having multiple, predetermined assembly points so everyone isn't grouped together.

DRILLS

Evacuation drills should be performed at least twice a year or as mandated by state law. Fire drills are often required regularly, and constitute a valid evacuation drill.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

CONTINGENCIES

Students are trained that if they are separated from their class during an evacuation, then joining another evacuation line is acceptable. They should be instructed to identify themselves to the teacher in their group after arriving at the Evacuation Site.

RED CARD/GREEN CARD/MED CARD

After taking roll, the Red/Green/Med Card system is employed for administrators or first responders to quickly, visually identify the status of the teachers' classes. Teachers will hold up the Green card if they have all their students and are good to go. They hold up Red card if they are missing students, extra students or another problem, and use the Med card to indicate their need for some sort of medical attention.

See the Materials Section for examples.

INTERNAL PRINCIPAL / SRO MESSAGING

To the students and staff.

Example Situation: Possible Hazmat Situation in the School

"Evacuate to your assembly point. Evacuate to your assembly point. Please initiate evacuation procedures immediately and meet at your assigned assembly point outside"

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Gas Leak

"Today at (time of day) students and staff at (school name) were ordered to evacuate due to the report of the smell of natural gas in the area of the school. The students evacuated to (evacuation location) in order to be reunited with their parents/guardians. Officials say the natural gas odor was as a result of a gas line that was broken by a road crew at (location) and is currently being repaired. School will be back in session on its normal schedule tomorrow."



POLICE LED

Evacuation After a Lockdown

POLICE LED EVACUATION

In the rare situations where law enforcement is clearing classrooms and escorting students and staff out of the classroom and through the building, it is important to have provided advance instruction on what to expect.

PUBLIC ADDRESS

There may or may not be any public address notifying students and staff that law enforcement is performing these actions.

ACTIONS

As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely that students or staff may be able to bring backpacks, purses or any personal items with them during a Police Led Evacuation. Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.

WHAT TO EXPECT

Prepare students and staff that during a Police Led Evacuation, officers may be loud, direct and commanding. Students and staff may also be searched both in the classroom and again at the assembly area.

EMOTIONAL RESPONSIBILITY

There is a new conversation occurring with law enforcement regarding their role in post-event recovery. This is a growing area and warrants conversations between schools, districts, and agencies about how to keep students safe, and reduce trauma that might be associated with a Police Led Evacuation.

PREPARATION

Student, teacher, and administrator training.

CONTINGENCIES

In an off-site evacuation to a reunification site, Incident Commanders should consider leaving students and staff in their rooms until transportation arrives. Your team can also discuss communicating to classrooms that the threat has been minimized enough that they may relax and wait for evacuation.

When it's time, each room can be cleared directly to the buses in order to minimize trauma.

It is recommended to avoid the scene of the incident when exiting. Transport directly to the Reunification Site.

MEDIA MESSAGING

To the media/community after an event.

Example Situation: Violent Event

"On (date) at (time of day), (agency name) responded to (school name) in reference to (event type). Officers assisted with safely escorting students and staff out of the school and to the Evacuation site where the (School District) was able to initiate the Reunification process."

DISPATCH MESSAGING

To responding officers during an event.

Example Situation: Police Led Evacuation

"(Dispatched Units) respond to (school name) to assist with Evacuation of students and staff. Assistance is needed to accompany individuals out of the school and to the Secure Assembly Area at (location). Respond to the Command Post for your assignment. (time stamp)"

LAW ENFORCEMENT MESSAGING

To responding officers during an event.

Example Situation: Gas Leak

(Police unit name) respond to (area near the school) to assist with evacuating students from (school name) because of gas smell in the building. Meet with (supervisor) for further information to assist with Evacuation and Reunification.



SHELTER

State the Hazard and Safety Strategy

SHELTER

Shelter is called when specific protective actions are needed based on a threat or hazard. Training should include response to threats such as tornado, earthquake, hazardous materials situation or other local threats.

PUBLIC ADDRESS

The public address for shelter should include the hazard and the safety strategy. The public address is repeated twice each time the public address is performed.

"Shelter! For a hazard. Using safety strategy.
Shelter! For a hazard. Using safety strategy."

HAZARDS MAY INCLUDE

- Tornado
- Severe weather
- Wildfires
- Flooding
- Hazmat spill or release
- Earthquake
- Tsunami

SAFETY STRATEGIES MAY INCLUDE

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

ACTIONS

Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for your district response.

INCIDENT COMMAND SYSTEM

The School Incident Command System should be initiated.

RESPONSIBILITY

Sheltering requires that all students and staff follow response directives. Districts should have procedures for all foreseeable local hazards and threats which include provisions for those individuals with access and functional needs.

PREPARATION

Identification and marking of facility shelter areas.

DRILLS

Shelter safety strategies should be drilled at least twice a year, or as mandated by the state.

SHELTER - STATE THE HAZARD AND SAFETY STRATEGY

Using the Shelter Protocol and stating the hazard allows for understanding of the threat and the associated protective actions. Most often, the Shelter Protocol is utilized for tornadoes and other severe weather, in which case it would include the shelter location for students and staff, and what protective posture or action they should take.

Sheltering for a hazardous materials spill or release is very different. In the case of a hazmat situation, students and staff would be directed to close their windows, shut down their heating and air conditioning units and seal windows and doors to preserve the good inside air while restricting the entry of any contaminated outside air. Listening to specific directives is critical to a successful emergency response.

PLAIN LANGUAGE

NIMS and ICS require the use of plain language. Codes and specific language that are not readily understood by the general public are no longer to be used. The SRP uses shared, plain, natural language between students, staff and first responders. If there are specific directives that need to be issued for a successful response in a school, those should be made clearly using plain language. There is nothing wrong with adding directives as to where to shelter, or what protective actions should be used in the response.

CUSTOMIZATION

The classroom poster is sufficient for generic Shelter guidance. The Foundation recognizes that localized hazards may need to be added to the poster. For this reason, the Public Address poster is available in MS Word for customization.

ABOUT SHELTER-IN-PLACE

There is a long tradition of using the term "Shelter-in-place" for a variety of hazards. While still in common use, the SRP suggests simply stating the hazard and providing a safety strategy.

A deep exploration of the FEMA website found over a dozen different scenarios where "Shelter-in-place" was advised. Two of the most common were for Tornado or Hazmat. Very different actions would be taken for those hazards. A single directive, "Shelter-in-place" doesn't provide the necessary information. "Tornado! Get to the storm shelter!" is more direct.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock door
Account for students and adults
Do business as usual



SECURE!

Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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ROLES AND RESPONSIBILITIES

Students share responsibility for safety at school and are encouraged to report information to an adult when they see, hear, or experience something that would jeopardize the safety of the school or anyone at the school. It is an individual student's responsibility to act in a respectful manner and to report anyone who is not acting respectfully in order to maintain a safe culture on campus.

Classified Staff include a variety of staff members who provide instructional support and support to students while they utilize school facilities, playing an important role in ensuring students are learning in a safe and supportive learning environment. They foster positive, trusting relationships with students and improve school climate by encouraging parent and family involvement in education. Support staff can model positive behavior and send positive messages to students. They should be familiar with their school site specific roles in making sure all necessary information is on hand to account for and deal with issues such as student medication management, attendance/student release information, site utilities, and facility awareness.

Teachers are responsible for using a variety of instructional strategies to address individual students' strengths and needs, thereby ensuring each student has an opportunity to learn and succeed. As teachers provide instruction, they play an important role in establishing a safe, supportive learning environment. Positive teacher–student relationships can have long-lasting effects on the social, emotional, and academic development. Teachers can improve the school's environment by actively seeking to prevent physical violence, bullying, and emotional abuse at school.

School Counselors commonly are involved in the provision of universal learning supports to the whole school population. With their specialized knowledge of curriculum and instruction, they help screen students for the basic skills needed for successful transition from cradle to college and career. School counselors focus on helping students address academic and personal/social goals and needs by designing, implementing, and evaluating a comprehensive school counseling program that promotes and enhances student success. School counselors work to promote safe learning environments and regularly monitor/respond to behavior issues, such as bullying, student interpersonal struggles, and student–teacher conflicts. Effective school counseling programs are a collaborative effort between the school and families to create an environment promoting student achievement, active engagement, equitable access to educational opportunities, and a rigorous curriculum for all students.

School Psychologists have relevant expertise and provide a leadership voice to help school leaders establish effective measures across the school safety continuum: promoting positive school climates, violence prevention efforts, and trauma sensitive practices, conducting threat assessment and crisis preparedness, intervention, and recovery efforts. They help integrate school safety with ongoing positive behavior, social–emotional learning, effective discipline, and school mental health services. Specializing in complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school, school psychologists provide coordinated services and supports for students struggling with learning disabilities, emotional and behavioral problems, and those experiencing anxiety, depression, emotional trauma, grief, and loss. They are regular members of school crisis teams and collaborate with school administrators and other educators to prevent and respond to crises. They have specialized training in conducting risk and threat assessments designed to identify students at-risk for harming themselves or others. With training in evaluation, data collection, and interpretation psychologists can help ensure that decisions made about students, the school system, and related programs/learning supports are appropriate.

Administration recognize the potential they have to create a safe and nurturing school environment. Principals maintain a constant presence in the school and in classrooms, listening to and observing what is taking place, assessing needs, and getting to know teachers and students. They set high expectations and standards for student academic, social, emotional, and physical development. Principals encourage the development of the whole child by supporting physical and mental health, as well as their social and emotional well-being, which is reinforced by a sense of safety and self-confidence. Quality education and learning experiences are crucial to a principal's shared vision to shape the school culture and instructional leadership. School leaders mobilize the staff, students, parents, and community around the mission and shared values and goals, and set high expectations for the school. Effective administration builds consensus on a vision that reflects the core values of the school community to support student safety and well-being; values and uses diversity to enhance the learning of the entire school community; broadens the framework for child development beyond academics; and develops a learning culture that is adaptive, collaborative, innovative, and supportive by considering the contributions of every member of the school staff.

EMERGENCY PLANNING

Before planning begins for future updates to this plan, Anderson Middle School will pre-coordinate responsibilities between Anderson Heights Elementary School, Meadow Lane Elementary School, and North State Aspire Academy to set a realistic timetable to prepare, collect essential information, develop the plan and involve essential personnel.

ACTION STEPS FOR SUCCESSFUL PLANNING.

- Commit to emergency preparedness.
 - Identify and involve stakeholders.
 - Consider existing efforts.
 - Determine what emergencies the plan will address.
 - Define roles and responsibilities.
 - Develop methods for communicating with the staff, students, families, and the media.
 - Obtain necessary equipment and supplies.
 - Prepare for immediate response.
 - Create maps and facilities information.
 - Develop accountability and student release procedures.
 - Practice, practice, practice. Each school's response will only be as good as its drills.
 - Address liability issues by carefully assessing the hazards faced by each school site.
-

RECOVERY

The goal of recovery is to return to learning and restore the infrastructure of the school as quickly as possible. Anderson Middle School will focus on students and the physical facility, and will take as much time as needed for recovery. One of the major goals of recovery is to provide a caring and supportive school environment.

Action Steps

- Identify recovery roles & responsibilities and training requirements.
- Assemble the School Emergency Team and plan post-incident recovery.
- Return to the "business of learning" as quickly as possible.
- Keep students, families, and the media informed.
- Focus on the building, as well as the people, during recovery.
- Assess the emotional needs of staff, students, families, and responders to determine who needs intervention and what interventions will be employed.
- Provide stress management during class time for students and staff.

Emotional Management of Faculty & Staff

During and after a crisis, school leaders and teachers are at risk of succumbing to mental and emotional stress or injury. In schools, we rush to bring in psychologists and social workers to counsel children. We are sometimes too quick to dismiss the idea that we adults may need help too—and that's where we make a mistake. In crisis, human beings often experience one or more physical responses, including shock or numbness, an adrenaline rush, a raised heartbeat, sweating, and hyperventilation. These are normal responses, part of our fight-or-flight syndrome. We also experience emotional reactions like shock, disbelief, denial, anger or rage, sorrow, confusion, frustration, self-blame, and guilt. Although we may feel some of these emotions immediately, we may not experience some emotions for days or weeks. These too are normal responses, but sometimes they take us by surprise. If we do not acknowledge their power, they can cause us damage. According to research, some traumatic events are more apt to cause serious reactions than others are. High on the stress list are:

- Human-caused events.
- Events that are life-threatening.
- Events that violate our sense of how the world is or should be.
- Events that attract high media coverage.
- Events that we can identify with.

[“Impact on Law Enforcement and EMS Personnel,” Lois Chapman Dick, MSW, from *Grief After Sudden Loss*, ed., Kenneth J. Doka, Ph.D.]

Crises that involve children in schools often fit all these categories, and adults who must support students and their families through a crisis are vulnerable to stress (critical incidents stress) responses. Many of these responses will emerge within the first 24 hours. Some, unheeded, might not show up for a year or more. The symptoms vary and are sometimes deceptive. A formerly secure, functional adult may suddenly be unable to concentrate, may get angry or feel violent at the smallest provocation, may feel constantly tired or bored, may be obsessed with guilt, may no longer feel pleasure, or may experience feelings of paranoia or vulnerability. Simple intervention techniques – especially if they are used soon after the event – can help the caretaker adults understand their reactions and begin to heal.

Student services teams – made up of administration, psychologists, and counselors – provide immediate help to faculty and staff. The team will continue support to faculty and staff until which time acute cases of psychological trauma have been appropriately treated. The student services team will make referrals for those needing longer term help for more chronic conditions.

Emotional Management of Students: The three-step process teachers can use when dealing with/explaining a crisis situation to children: 1) Clear the air; 2) Process emotions; 3) Evaluate and provide resources.

(Details of this process are explained in: *After a Crisis: Suggestions for Teachers, which can be found at* <http://fcpsnet.fcps.edu/ocr/emergency/students.htm>)

WHAT TO EXPECT AFTER TRAUMA**Possible Reactions in Students:**

1. Feelings of anxiety, worries, and fears about safety of self and others
2. Worries about reoccurrence or consequences such as war, as well as worries about school violence
3. Changes in behavior:
 - a) Decreased attention and/or concentration
 - b) Increase in hyperactivity
 - c) Changes in academic performance
 - d) Irritability with friends, teachers, events
 - e) Anger outbursts and/or aggression
 - f) Withdrawal
 - g) Absenteeism

4. Increased somatic complaints (e.g., headaches, stomach aches, chest pains)
5. Discomfort with feelings, particularly those associated with revenge
6. Increased likelihood to discuss the gruesome details
7. Repeated discussions of event
8. Increased sensitivity to sounds (e.g., sirens, planes, thunder, backfires, loud noises)
9. Negative impact on issues of trust and perceptions of others, particularly of those that are "different"
10. Repetitive thoughts and comments about death and dying

In addition, at home parents may see:

1. Changes in sleep or appetite
2. Withdrawal
3. Lack of interest in usual activities (e.g., after-school activities, time with friends)
4. Increased negative behaviors (e.g., defiance) or emotions (e.g., sadness, fears, anger, worries)
5. Hate or anger statements
6. Denial of impact

Reactions in Teachers:

1. Increased irritability and impatience with students and staff (remember, they are trying to cope, too)
2. Difficulty planning classroom activities and lessons
3. Decreased concentration
4. Worries and fears that answers or responses to students could make things worse for them
5. Worries about re-occurrence and repercussions
6. Increased concern about school violence (e.g., hypersensitivity)
7. Feelings of discomfort with intense emotions, such as anger and fear
8. Denial that the traumatic event may impact the students

How to Help: Guidelines for Teachers

Reinforce ideas of safety and security. End any classroom discussion of the event with a focus on their current safety and a calming activity, such as taking deep breaths, working together on an art project, or having a moment of quiet reflection. Listen to their retelling of/playing out the events. Maintain a predictable class schedule and rules to provide support and consistency. Schedule specific times for discussion to provide opportunities to express their thoughts and feelings. Encourage talk about confusing feelings, worries, daydreams, and disruptions of concentration. Accept, listen carefully, and remind students that these are normal reactions following a scary event. Discuss students' perceptions of media descriptions of events. Information focused on safety will be important. For example, school staff and first responders (e.g., the firefighters, military, police, doctors) are all working together to make us safe (give examples). Review of school safety rules may also be helpful. Some students might express hate toward a group of people. Validate their strong feelings of anger, but help them separate thoughts and feelings about the specific people who caused the tragedy from generalizing it to larger groups of people. Students will process the information about the events at unpredictable times throughout the day. As they try to develop an understanding of what has happened, they may ask questions that may be initially shocking to adults, including questions that have gruesome details or focus on death. Respond calmly. Answer questions in simple and direct terms ("died", rather than "went to sleep"). Transition back to their activity. Students may misunderstand information about the event as they try to make sense of what happened. They may blame themselves; may believe things happened that did not happen, or may believe that terrorists are in the school. Gently help students develop a realistic understanding of the event. Students may repeatedly ask the same questions. Students may need to hear the information multiple times before being able to integrate and understand it. Expect some angry outbursts. Try to catch students before they "act out," by taking them aside, and helping them calm down. Redirect students who are irritable to prevent escalation to direct conflict. Use classroom activities that will reinforce the message that one person can make a difference to help and heal. Activities can include drawing pictures and sending cards or class projects of collecting pennies or aluminum cans or making origami cranes.

Encourage some distraction times, which would include doing school work that that does not require high levels of new learning as well as enjoyable activities. Help students do activities that allow them to experience mastery and build self-esteem.

Expect some brief (temporary) declines in the students' school performance. Consider suspending standardized testing and classroom testing for the rest of the week. Also, consider reducing homework as the school and community heals until the school routine is stabilized.

Provide reassurance to the students that feelings will get smaller and easier to handle over time. Protect students from re-exposure to frightening situations and reminders of trauma. This includes limiting teacher-to-teacher conversations about the events in front of the students.

Maintain communication with other teachers, school personnel, and parents to monitor how the students are coping with the demands of school, home, and community activities. Should difficulties coping with the event persist and interfere with the students' functioning, consider seeking help from a mental health professional. In addition to helping those who are clearly angry or depressed, monitor students who are withdrawn and isolated from others.

Remain aware of your own reactions to student's "trauma". It is okay to express emotions to your students, such as "I am feeling sad about what happened." However, if you are feeling overwhelmed with emotion, it is important to take care of yourself and to seek support from other teachers and staff.

Safe and Orderly Environment: Assessment of the current status of school culture and climate.

2021-22 Attendance Summary by Grade		Suspension Summary by Grade	
<u>GRADE</u>	<u>PERCENTAGE</u>	<u>GRADE</u>	<u>NUMBER</u>
6	88.3	6	90
7	87.4	7	52
8	86.4	8	65
Schoolwide	87.3	Total Schoolwide	44

Safe School Plan Goal

Component 1: People and Programs: Anderson Middle School Social Climate				
Goal 1: Consistent and common playground, classroom, and school rules are followed.				
Activities to Achieve Objective:	Who will take the lead	Completion Date & Budget	Resources Needed	How we will Monitor & Evaluate
Ensure full distribution of behavior matrix	Site Admin	Annually		Refer to and review in staff meetings as needed
Component 2: Physical Environment				
Goal 1: Identification badges will be worn by all staff on site during school hours.				
Activities to Achieve Objective:	Who will take the lead	Completion Date & Budget	Resources Needed	How we will Monitor & Evaluate
All staff members will wear district-issued, standardized ID badge, prominently displayed, to provide first responders with accurate employee information and to ensure staff members are readily identified.	Site Admin	Annually	ID Badge for each employee	Routinely check for compliance by observing for ID tags

APPLICABLE BOARD POLICIES

AR 0450	Comprehensive Safety Plan
AR 3514.1	Hazardous Substances
BP/AR 3515.2	Disruptions
BP/AR 3515.5	Sex Offender Notification
AR 3516.1	Fire Drills
AR 3516.2	Bomb Threats
AR 3516.3	Earthquake
BP/AR/E 4119.42/4219.42/4319.42	Exposure Control Plan for Bloodborne Pathogens
AR 4119.43/4219.43/4319.43	Universal Precautions
BP 4158/4258/4358	Employee Security
BP 5131	Conduct (Student)
BP/AR 5131.1	Bus Conduct
BP/AR 5131.2	Bullying
BP 5131.5	Vandalism & Graffiti
BP/AR 5131.6	Alcohol & Other Drugs
BP/AR 5131.62	Tobacco
BP/AR 5131.63	Steroids
BP/AR 5131.7	Weapons & Dangerous Instruments
BP/AR 5132	Dress & Grooming
BP/AR 5141.4	Child Abuse Prevention & Reporting
BP/AR 5141.52	Suicide Prevention
BP/AR 5144	Discipline
BP/AR 5144.1	Suspension and Expulsion/Due Process
AR 5144.2	Suspension and Expulsion/Due Process (Students with
BP/AR 5145.12	Disabilities) Search & Seizure
BP/AR 5145.9	Hate Motivated Behavior
BP/AR 6163.2	Animals at School

**FORMS
SAMPLE LETTERS
CHECKLISTS & QUESTIONNAIRES**

See Safety Binder for additional forms.

Serious Incident Report (SIR)

Faculty and staff witnessing or responding to an incident involving students and staff during school related activities, on or off the school campus, are expected to fill out this SIR and return it to the principal as soon as possible after an incident. This report will serve as a record of the events and will be used for follow-up actions, if needed.

ANDERSON MIDDLE SCHOOL	
Date/Time/Location of Incident	
Witnesses to the Incident	
Date/Time of Response	
Responders to the Incident	
Description of the Incident: (Chronological and objective summary of the facts. List students/staff involved, injuries, property damage, etc.)	
Name	
Date	
Signature	



- Attachment C -

SUSPECTED CHILD ABUSE REPORTTo Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE 		TODAY'S DATE 	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protection Services)		AGENCY			
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL
	OFFICIAL CONTACTED - TITLE		TELEPHONE ()			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ()
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN	
D. INVOLVED PARTIES	VICTIMS					
	1. NAME BIRTHDATE SEX ETHNICITY 2. NAME BIRTHDATE SEX ETHNICITY 3. NAME BIRTHDATE SEX ETHNICITY 4. NAME BIRTHDATE SEX ETHNICITY					
	PARENTS/GUARDIANS					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE () BUSINESS PHONE ()
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE () BUSINESS PHONE ()
	SUSPECT					
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ()
OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER:					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) contacted the mandated reporter observed/felt person accompanying the victim(s) said/did or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaws.html> (specify "Penal Code" and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 48 hours of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(g).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.
- V. DISTRIBUTION**
 - Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** Within 36 hours of receipt of Form SS 8572, send white copy to police or sheriff's department, blue copy to county welfare or probation department, and green copy to district attorney's office.

ETHNICITY CODES

1. Albanian Native	6. Caribbean	11. Guatemalan	16. Korean	21. Polynesian	27. White-American
2. American Indian	7. Central American	12. Hawaiian	17. Laotian	22. Samoan	28. White-Central American
3. Asian Indian	8. Chinese	13. Hispanic	18. Mexican	23. South American	29. White-European
4. Black	9. Ethiopian	14. Mongol	19. Other Asian	24. Vietnamese	30. White-Middle Eastern
5. Cambodian	10. Filipino	15. Japanese	20. Other Pacific Islander	25. White	31. White-Romanian