

AB 1747

Comprehensive School Safety Plan

Arizona Middle School

11045 Arizona Ave., Riverside CA 92503
(951) 358-1675

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Introduction

It is the policy of the Alvord Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board believes that a beginning step toward safer schools is the development of a comprehensive safety plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (California Education Code §35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment; and
3. Developing each student's resiliency skills.

The School Site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to DTS by December 2020, approved by the School Site Council by January 2021, and submitted to the Board for approval by March 1, 2021.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

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

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

Continuity of Operations (COOP)

The U.S. Department of Education views a COOP as a program that ensures continued performance of essential functions across a full range of potential emergencies be they natural or man-made when a significant interruption of educational services occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- ☐ Emergency delegation of authority and an orderly line of succession, as necessary
- ☐ Safekeeping of essential personnel, resources, facilities, and vital records
- ☐ Emergency acquisition of resources necessary for business resumption
- ☐ The capability to perform critical functions remotely until resumption of normal operations

A school district's COOP plan should allow for its implementation anytime, with or without warning, during normal or after hours operations; provides full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption or normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Scope: It is the responsibility of Alvord Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing recovery.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic business, and physical services when interrupted for an extended period of time following an incident.

Responsibilities: The delegation of authority and management responsibilities in the event of an incident follow the hierarchy outline in the Alvord Organizational Chart. Designate staff/faculty, in conjunction with the affected principal(s) and staff, will perform the essential functions as follows:

- ☐ **Superintendent / Principal**
 - Determine when to close schools, and/or send students/staff to alternate locations
 - Disseminate information internally to students and staff
 - Communicate with parents, media, and the larger school community
 - Identify a line of succession, including who is responsible for restoring which business functions for schools
- ☐ **Assistant Superintendent of Educational Services; Assistant Superintendent of Human Resources; Chief Business Officer**
 - Ensure systems are in place for rapid contract execution after an incident
 - Identify relocation areas for classrooms and administrative operations
 - Create a system for registering students (out of district or into alternative school)
 - Brief and train staff regarding their additional responsibilities
 - Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
 - Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests)

- Re-evaluate the curriculum, materials and instructional delivery methods as needed
- ☐ **Executive Director of Administrative Services; Operations Manager; Maintenance Manager**
 - Work with local and state government officials to determine when it is safe for students and staff to return to the school buildings and grounds
 - Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting, and/or landscaping)
 - Collaborate with private and public sector service providers and contractors
- ☐ **Business Services; Fiscal Services; School Secretary, School Office Staff**
 - Maintain inventory
 - Maintain essential records (and copies of records) including school's insurance policy
 - Ensure redundancy of records is kept at a different physical location
 - Secure classroom equipment, books, and materials in advance
 - Restore administrative and recordkeeping functions such as payroll, accounting and records
 - Retrieve, collect, and maintain personnel data
 - Provide accounts payable and cash management services
- ☐ **Counselors; School Psychologists; School Nurses and Health Assistants**
 - Establish necessary support services for student and staff/faculty
 - Implement additional response and recovery activities according to establish protocols
 - Collaborate with public and private providers
- ☐ **Food Service / Cafeteria Worker**
 - Determine how food services will resume
 - Support staff and volunteers as possible
- ☐ **Transportation (contracted through First Student)**
 - Provide emergency transportation services as needed
 - Assess and implement alternative transportation services that may be necessitated

Guidelines for Plan Development

Pursuant to California Education Code §35294 and Alvord Unified School District BP 0450, this document is designed to ensure compliance with the requirements of AB 1787. This Comprehensive School Safety Plan shall identify strategies and programs that will maintain a high level of school safety and address the schools' safety procedures and is required to contain the following elements:

- ☐ Assessment of school crime committed on school site/campus and at school-related functions (California Education Code §32282). The assessment may include
 - Data from California Healthy Kids Survey
 - Data on school suspensions, expulsions, and crime rates
 - Students, parents, and staff perceptions of school safety
- ☐ Child Abuse reporting procedures
- ☐ Policies pursuant to California Education Code §48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- ☐ Procedures to notify teachers and counselors of dangerous students
- ☐ Campus safety, including:
 - Weapons on campus
 - Campus visitors
 - COVID-19 considerations
- ☐ School discipline policies and procedures to prevent bullying, hazing, hate crime, and cyberbullying – including behavioral expectations and consequences
- ☐ Policy prohibiting discrimination, intimidation, sexual harassment, other harassment, and bullying (California Education Code §200.2624)
- ☐ School wide dress code policy
- ☐ Drug free school expectations
- ☐ Parent involvement strategies to support and reinforce school rules
- ☐ Collaborative relationships with organizations to prevent violence and crime
- ☐ Crisis prevention and intervention strategies, identify possible crises that may occur and determine tasks that need to be addressed, including:
- ☐ Routine and emergency disaster procedures including natural disasters such as earthquakes, human created disasters such as active shooter, or power outages. In addition, the following must be addressed:
 - Procedures for students with disabilities
 - Procedures for public agency use of facilities in the event of a disaster or emergency
 - Development of the site/campus evacuation plan, including opportunities for students and staff to practice the evacuation
- ☐ Procedures for safe ingress and egress of students, parents/visitors, and employees to and from school
- ☐ Procedures for responding to the release of hazardous substances on or near the site/campus

In the development of this Comprehensive School Safety Plan, the Safety Planning Committee shall be composed of:

- ☐ Principal or designee
- ☐ One teacher
- ☐ One classified employee
- ☐ One parent/guardian
- ☐ Other members as desired

In addition, the Committee shall consult with law enforcement and other local emergency providers in the development of the plan. The Committee shall provide a public meeting at the school site to allow members of the public to express an opinion of the plan (California Education Code §32288). Certain elements that are not designed for public knowledge or might be deemed detrimental to safety plans may be omitted from public review.

Existing law requires the School Site Council to consult with a representative from a law enforcement agency, the fire department, and other first responder entities in the writing and development of the comprehensive school safety plan and requires the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The School Site Council or Safety Committee shall notify in writing, if available, the following persons and entities of a public meeting for comment on the plan (California Education Code §32288):

- ☐ A campus representative for CSEA
- ☐ A campus representative for AEA
- ☐ A representative from each parent organization at the school site
- ☐ A student body government representative, if applicable
- ☐ Any individual who has requested notification

Such strategies and assessments will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

School Safety Committee

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Boards Association policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. (California Education Code §35294.1)

The School Site Safety Committee shall be composed of the following members:

- ☐ Principal or designee,
- ☐ One teacher who is a representative of the recognized certificated employee organization;
- ☐ One classified employee who is a representative of the recognized classified employee organization;
- ☐ One parent/guardian whose child attends the school;
- ☐ Other members if desired. (California Education Code §35294.1)

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

- ☐ Local law enforcement (California Education Code §39294.1)
- ☐ Other local agencies, such as health care and emergency services, may be consulted if desired. (California Education Code §39294.2)
- ☐ Guidance counselor
- ☐ Special Education Department Chairperson
- ☐ One or more key community service providers
- ☐ Student representative(s)
- ☐ Disciplinary team member
- ☐ Staff leaders
- ☐ Additional parent representatives

School Crime Assessment

The School Safety Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (California Education Code §35924.2)

Based on data analysis, the School Safety Committee identifies potential challenges in order to create an effective Comprehensive Safety Plan. The objective is to provide meaningful data in order to improve the campus safety climate.

Crime / Community Data

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the Riverside Police Department and the Alvord Unified School District, shows the district's monthly statistics of the combined three School Resource Officers. This report reflects activity from August 08, 2019 – May 29, 2020.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	August 2019	September 2019	October 2019	November 2019	December 2019
Calls for service related to school site/staff	30	46	35	32	21
Reports taken	23	41	24	28	6
Felony Arrests	1	4	2	2	0
Misdemeanor Arrests	3	1	3	7	4
Citations Issued	0	2	0	0	0
Presentations/Meetings	8	6	2	1	0
Hours committed to AUSD related activities	408	480	552	360	280

Description	January 2020	February 2020	March 2020	April 2020	May 2020
Calls for service related to school site/staff	29	51	46	7	5
Reports taken	11	19	28	3	3
Felony Arrests	1	3	0	0	0
Misdemeanor Arrests	4	2	0	0	0
Citations Issued	0	2	0	0	0
Presentations/Meetings	2	4	2	0	0
Hours committed to AUSD related activities	350	450	80	30	30

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the **Riverside County Sheriff's Department** and the Alvord Unified School District, shows the district's monthly statistics of the School Resource Officer. This report reflects activity from August 08, 2019 – May 29, 2020.

The Riverside County Sheriff's Department provides coverage to Villegas Middle School and Lake Hills Elementary. Statistics listed below are for those two schools only.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020
Calls for service – written	1	1	4	0	1	1
Calls for service – non-written	6	6	4	8	6	4
Follow Ups	0	0	3	0	2	0
Assaults	0	0	1	0	0	0
Weapons: Knives	0	0	0	0	1	1
Kids with Guns Protocol	0	0	0	0	1	0
Students Counseled	5	5	5	5	5	4
School Presentations	1	1	0	1	0	0
Arrests: Infractions	0	0	3	0	0	0
5150 WIC Investigations	2	2	0	3	1	1
601 WIC	0	0	0	1	0	0
Other Incidents	3	3	2	0	0	0

Provide a narrative or summary statement explaining the assessment of the current status of school crime/vandalism committed on the school campus and at school-related functions from a review of school, district, and community crime data trends such as:

- Disciplinary Data
- Attendance Rates
- Property Damage Reports
- State, District or Site Surveys
- Students, Parents and Staff Perceptions of School Safety

Arizona Middle School (AMS) has worked with the students, parents, family members, teachers, and the community to create a safe place for students to learn and grow. Additionally, AMS continues to work in conjunction with the Riverside Police Department to refine practices to keep all students safe while on campus.

- Discipline Data: AMS has had a decrease in suspension rates each year for the past 3 years.
- Attendance Rates: AMS has seen a slight decrease in the Chronic Absenteeism rate over the past 2 years.
- Property Damage Reports: AMS has worked with the Riverside Police Department to refine practices and procedures to reduce property damage reports over the past 2 years.

- State, District, or Site Surveys and Student, Parents, and Staff Perception of School Safety: The California Healthy Kids Survey (CHKS) and the California School Parent Survey (CSPS) were administered to students and parents in the 2018-2019 school year. The results from the survey shows that the students feel safe at Arizona Middle School. Students reported feeling very safe on campus and a vast majority of students reported never witnessing bullying on campus. The results from the CSPS show that parents feel welcomed at the school and they feel like the school encourage parents to be active partners in educating their child. The results from the survey that was administered to the staff show that the staff views student conflicts/bullying as minimal, and when incidents have happened they are immediately addressed.

Child Abuse Reporting and Prevention

A. Definition of Child Abuse (California Penal Codes §§11165.5, 11165.6)

Child abuse means a physical injury or death that is inflicted by other than accidental means on a child by another person. Child abuse also means the sexual abuse of a child, including sexual assault or sexual exploitation (California Penal Code §11165.1), or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

B. Mandated Child Abuse Reporting

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; administrators, counselors; athletic coaches, athletic administrators and directors employed by any public or private school that provides any combination of instruction for kindergarten, or grades 1 to 12, inclusive. (California Penal Code §11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (California Penal Code §11166)

C. Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (California Penal Code §11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (California Penal Codes §§11166.05, 11167)

Any district employee who reasonably believes that they have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (California Penal Codes §§152.3, 288)

D. Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (California Penal Code §11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (California Penal Code §11166)

E. Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (California Penal Codes §§11165.9, 11166)

10540 Magnolia Avenue, Ste. B
Riverside, CA 92505
(951) 826-5700

Riverside County Sheriff's Department
7477 Mission Blvd.
Jurupa Valley, CA 92509
(951) 955-2600

Corona Police Department
730 Public Safety Way
Corona, CA 92880
(951) 736-2330

Riverside County Department of Public Social Services
11070 Magnolia Avenue
Riverside, CA 92505
(951) 358-4000
Hotline: 1-800-442-4918

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (California Penal Codes §§11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (California Penal Code §11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to California Penal Code §11166.05. (California Penal Code §11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose their identity to their supervisor, the principal, or the Superintendent or designee. (California Penal Code §11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (California Penal Code §11166)

F. Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (California Education Code §44691; California Penal Code §11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (California Education Code §44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (California Education Code §44691; California Penal Code §11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (California Education Code §44691)

G. Parent / Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to California Penal Code §11166 to file a report themselves using the procedures described above for mandated reporters.

In addition, if the child is enrolled in Special Education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

H. Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under California Penal Code §11166, and their confidentiality rights under California Penal Code §11167. The district also shall provide these new employees with a copy of California Penal Codes §§11165.7, 11166, and 11167.

Before beginning employment, any person who will be a mandated reporter by virtue of their position shall sign a statement indicating that they have knowledge of the reporting obligations under California Penal Code §11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (California Penal Code §11166.5)

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, they may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (California Penal Code §11166)
4. Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor.

Child Abuse Reporting Hotline

1-800-442-4918

Suspension and Expulsion and Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (California Education Code §48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in California Education Code §48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (California Education Code §48925)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (California Education Code §48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (California Education Codes §§35291, 48900.1, 48980)

Grounds for Suspension and Expulsion

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (California Education Code §48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (California Education Code §48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code §11053-11058, alcoholic beverage, or intoxicant of any kind. (California Education Code §48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to

- any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (California Education Code §48900(d))
5. Committed or attempted to commit robbery or extortion. (California Education Code §48900(e))
 6. Caused or attempted to cause damage to school property or private property. (California Education Code §48900(f))
 7. Stole or attempted to steal school property or private property. (California Education Code §48900(g))
 8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing their own prescription products. (California Education Code §48900(h))
 9. Committed an obscene act or engaged in habitual profanity or vulgarity. (California Education Code §48900(i))
 10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code §11014.5. (California Education Code §48900(j))
 11. Knowingly received stolen school property or private property. (California Education Code §48900(l))
 12. Possessed an imitation firearm. As used in this section, imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (California Education Code §48900(m))
 13. Committed or attempted to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in California Penal Code §243.4. (California Education Code §48900(n))
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (California Education Code §48900(o))
 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (California Education Code §48900(p))
 16. Engaged in, or attempted to engage in, hazing. (California Education Code §48900(q))
 - a. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
 17. Engaged in an act of bullying. (California Education Code §48900(r))
 18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in California Penal Code §31. (California Education Code §48900(t))
 19. Made terrorist threats against school officials and/or school property. As used in this section,
 - a. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (California Education Code §48900.7)
 - b. A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that they:
 20. Committed sexual harassment as defined in California Education Code §212.5 (California Education Code §48900.2)
 - a. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (California Education Codes §§212.5, 48900.2)
 21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in California Education Code §233 (California Education Code §48900.3)
 - a. Hate violence means any act punishable under California Penal Codes §§422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics

in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (California Education Code §233; California Penal Code §422.55)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (California Education Code §48900.4)

Removal from Class by a Teacher and Parental Attendance

A teacher may remove a student from their class for the remainder of the day and the following day only for acts specified in California Education Code §48900 and listed under "Grounds for Suspension and Expulsion" above. When removing a student from their class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, they shall be appropriately supervised during the class periods from which they have been removed. As soon as possible after the teacher decides to remove the student, they shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal or designee. A student removed from class shall not be placed in another regular class during the period of removal. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which they were removed. The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (California Education Code §48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in their child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (California Education Code §48900.1)

The notice shall:

1. Inform the parent/guardian when their presence is expected and by what means they may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, they may ride the school bus with the student
3. Direct the parent/guardian to meet with the principal after the visit and before leaving school
4. Direct the parent/guardian to contact the school if there are reasonable factors that would prevent them from complying with the attendance requirement

Suspension by Superintendent, Principal, or Designee

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in California Education Code §48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Codes §§11053-11058
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4
5. Possessing an explosive as defined in 18 USC 921

In addition, the Superintendent, principal, or designee may impose a suspension upon a first offense if they determine that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons. (California Education Code §48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (California Education Code §48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (California Education Code §48900.5)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (California Education Codes §§48911, 48915, 48915.5, 48918)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against them, and given the opportunity to present their version and evidence in support of their defense. At the conference, the student should be informed of other means of corrections that were attempted before the suspension. (California Education Code §48911)
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (California Education Code §48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (California Education Code §48911) This notice shall state the specific offense committed by the student. (California Education Code §48900.8) In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.
4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (California Education Code §48914)
Although the parent/guardian is required to respond without delay to a request for a conference about their child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (California Education Code §48911)
5. In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct their behavior and keep them in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (California Education Code §48912)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence. However, possession of an imitation firearm, as defined in California Education Code §48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.
2. Brandishing a knife as defined in California Education Code §48915(g) at another person.
3. Unlawful possession of a controlled substance listed in Health and Safety Codes §§11053-11058.
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (California Education Code §48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether they should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (California Education Code §48918(a))

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (California Education Codes §§48900.8, 48918(b)) (BP/AR 5144)

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to California Education Code §48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in California Education Code §48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (California Education Codes §§48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems;

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site;
3. Not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #21-23 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (California Education Code §48915)

Readmission after Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (California Education Code §48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of California Education Codes §§49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (California Education Code §48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (California Education Code §48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (California Education Code §48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (California Education Code §48645.5) (BP/AR 5144)

Appropriate Use of Suspension and Expulsion

Except when otherwise permitted by law, a student may be suspended or expelled only when their behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following: (California Education Code §48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Except when a student commits an act that violates California Education Code §48900(a)-(e) or their presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in California Education Code §48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (California Education Codes §§48900.5, 48900.6)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

Supervised Suspension Classroom

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

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in California Education Codes §48900 and §48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (California Education Code §48900.5)

Decision Not to Enforce Expulsion Order

Upon voting to expel a student, on a case-by-case basis the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (California Education Code §48917)

Maintenance and Monitoring Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to California Education Codes §48900.8 and §48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Staff Notification of Dangerous Students

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's Comprehensive School Safety Plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

California Education Code §49079 and the districts' collective bargaining agreement with the California Teachers Association require that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts for the three previous years. (California Education Codes §48900 and §48915)

In order to ensure every classroom teacher and substitute have immediate access to the names of those students currently enrolled in their classroom who meet the criteria of California Education Code §48900, the Student Information System's staff have updated all assertive discipline offenses based on California Education Code §49079 with a Safe School Act Date (SSA Date) field in our student information system (AERIES). The teacher of record can see the SSA identification of the class roster written in red text "SSA" next to the student's name. Teachers have been advised, that should they have a student with the SSA identification, they are to see the site administrator for more information. This data is live and updated accordingly.

Campus Safety

Whenever a principal believes a condition of student unrest exists on the campus which may develop into a serious disruption of the operation of the school, the principal shall:

1. Direct all campus supervisors, administrative building certificated personnel, and available teachers to take such steps (campus control, counseling with students) as they deem to be helpful in controlling the problem and in leading to its resolution.
2. Inform the Superintendent's Office.
3. Inform the appropriate law enforcement agency (Riverside Police Department; Riverside County Sheriff's Department or Corona Police Department).

Weapons and Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to: (California Education Codes §§48915, 49330; California Penal Codes §§626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion;
2. Ammunition or reloaded ammunition;
3. Knives, razor blades, and box cutters: dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing; weapons with a blade fitted primarily for stabbing; weapons with a blade longer than 2-1/2 inches; folding knives with a blade that locks into place; and razors with an unguarded blade;
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices;
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun;
6. Any other dangerous device, instrument, or weapon, including those defined in California Penal Code §12020, including a blackjack, slingshot, billy club, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon; and
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may confiscate any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (California Education Codes §§49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use their own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately;
2. Immediately notify the principal, who shall take appropriate action;
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (California Education Codes §§49331, 49332)

Students shall not possess weapons or dangerous devices of any kind in school buildings, on school grounds or buses, or at any school related or school-sponsored activity away from school unless written permission has been obtained from the school principal to possess such objects. Principals may permit the possession of weapons or dangerous instruments at school only at the request of a teacher and with assurance that such possession serves a positive educational purpose.

Any employee may use reasonable force necessary to protect themselves from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (California Education Codes §§44807, 49001, 49331-49333)

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use their own judgment as to the dangerousness of the situation and act appropriately.

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.

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with their employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against them within the limits set by law. (Government Code §995)

An employee whose person or property is injured or damaged by willful misconduct of a student may request the school district to pursue legal action against the student or the student's parent/guardian. (California Education Code §48905)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (California Education Code §44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual. Such reports shall also be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student when the property is either (1) located on district property, (2) being transported to or from a district-sponsored event, (3) present at a district-sponsored event, or (4) injured or damaged in retaliation for conduct engaged in by the employee in the exercise of their duties, may ask the district to pursue legal action against the student or the student's parent or guardian. (California Education Code §48905)

Visitor Screening Policy

Parent volunteers should be encouraged and welcomed. However, it is imperative that an appropriate and aggressive screening process be in place to ensure only qualified visitors are present on campus. The District's visitor monitoring program, Raptor, is designed to both screen visitors from unwanted lists and log their arrival and purpose. In addition to this process, additional visitor-screening policy includes:

- Visitors must check in at front desk attendant through the Raptor system with their photo ID and receive their visitor pass indicating their purpose.
- Post signs at key arrival points directing all visitors to the entry door.

- Lock all gates and entry points to the campus after school has started to direct all visitors to a single point of entry at the front office.
- Direct visitors to sign out upon leaving campus.
- Acquaint parents and community members with visitor policy.
- Familiarize all teachers and staff with the visitor policy.
- Encourage all staff to question unidentified visitors and direct them to the office before proceeding onto campus.

COVID-19 Considerations

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan, China. The new name of this disease is Coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as “2019 novel coronavirus” or “2019-nCoV”. There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a new coronavirus that has not previously been seen in humans. There is currently no vaccine to prevent COVID-19.

It is the policy of the Alvord Unified School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases such as COVID-19 are minimized by providing prevention, education, identification through examination, observation, immunization, treatment and follow-up, isolation, and reporting.

Due to the widespread pervasiveness of COVID-19 in the community, the Alvord Unified School District has implemented infection control measures, including applicable and relevant recommendations from the Centers for Disease Control and Prevention (CDC) and our state and local guidelines. The Alvord Unified School District also determined that the 2020-2021 school year would start in a virtual and distance-learning only format in which students attend school remotely. Upon the return to in-person instruction, the Alvord Unified School District will follow the current county and state COVID-19 guidelines and protocols for the safe re-opening of schools.

School Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or be removed from school in accordance with law, Board policy, and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Student Conduct

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Willful defiance of staff's authority;
5. Damage to or theft of property belonging to students, staff, or the district;
The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language;
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose;
Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time;
Permitted devices shall:
 - a) Be turned off during class time and at any other time directed by a district employee
 - b) Not disrupt the educational program or school activity
 - c) Not be used inappropriately as determined by staff
10. Plagiarism or dishonesty on school work or tests;
11. Inappropriate attire;
12. Tardiness or unexcused absence from school;
13. Failure to remain on school premises in accordance with school rules.

Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, they shall refer the matter to their supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or their belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a school official may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Discipline

Students are expected to conform to the regulations of the school and obey all directions of the teachers and others in authority. Rules and regulations consistent with the laws of the State of California, the California Education Code, and California Administrative Code, Title V, and relating to areas of discipline including corporal punishment, suspension, expulsion, exclusion, exemption, and transportation shall be spelled out in a code of discipline for approval and periodic review by the Board of Education.

1. All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (California Education Code §10609)
2. Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of their teacher and others in authority; observe good order and propriety of deportment; be diligent in study; be respectful to their teacher and others in authority; be kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language. (C.A.C., Title 5, Section 300)
3. While on the school grounds (or elsewhere when under the authority of direct supervision of school personnel or when such conduct is otherwise related to school activity or school attendance), a pupil shall refrain from any and all of the following acts:
 - a. Gambling; immorality, profanity; and the use or possession of tobacco, alcohol beverage, narcotics or other hallucinogenic or dangerous drugs or substances. (Drugs shown to have been prescribed by a licensed physician for a pupil are an exception as to that pupil.)
 - b. Willful or negligent conduct likely to result in injury to other pupils or school employees or in danger to school property.
4. A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare themselves for the schoolroom before entering. (C.A.C., Title 5, Section 302)
5. A pupil who defaces, damages, or destroys any school property or willfully or negligently injures another pupil or school employee is liable to suspension or expulsion, according to the nature of the offense. (C.A.C., Title 5, Section 305)

Principals are responsible for establishing specific regulations essential for the protection of student health and safety in the activities of the school, and for the protection of school property and equipment. Special precautions should be implemented in areas of instruction such as physical education, athletics, laboratory, and shop activities.

Each principal must review school rules with their faculty each August and file a copy of rules relating to health and safety with the Director of Student Services by October 15.

The principal must ensure the effective communication of the school rules to students and parents, and the principal must supervise their enforcement.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (California Education Code §35291)

Disciplinary strategies may include, but are not limited to:

1. Referral of the student for advice and counseling;
2. Discussion or conference with parents/guardians;
3. Convening a study team or other intervention-related team;
4. Referral for a comprehensive psychosocial or psychoeducational assessment;
5. Enrollment in a program for teaching prosocial behavior or anger management;
6. Participation in a restorative justice program;
7. A positive behavior support approach with tiered interventions;
8. Participation in a program that is sensitive to the traumas experienced by students and that focuses on students' behavioral health needs;
9. Recess restriction;
10. Detention after school hours;
11. Community service (including outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs);
12. Reassignment to an alternative educational environment
13. Removal from the class in accordance with Board policy, administrative regulation and law
14. Suspension and expulsion

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (California Education Code §49001) (BP/AR 5144)

Restructured Recess

A teacher may restructure a student's recess time when they believe that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restructure.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention after School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (California Education Code §48980)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Bullying / Cyberbullying / Hate Crime

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially. Students may file a complaint using the district's Student Complaint of Harassment or Bullying Form. This form is available at the school.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (California Education Code §48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report their observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in BP/AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform complaint procedures specified in BP/AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Sexual Harassment Policy

Definition

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when any of four conditions are met: (California Education Code §212.5; Government Code §12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting them.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting them regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors;
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects;
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements;

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of training regarding sexual harassment and that non-supervisory employees receive at least one hour of training regarding sexual harassment. All newly hired or promoted employees shall receive training within six months of their assumption of the new position. (SB 778)

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Discrimination and Other Harassment Policy

Students

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include counseling, suspension or expulsion for behavior that is severe or pervasive as defined in California Education Code §48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in BP/AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (California Education Code §234.1; 5 CCR 4621)

Alvord Unified School District
Assistant Superintendent of Human Services
9 KPC Parkway
Corona, CA 92879
(951) 509-5030

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site, district-approved social media, and other locations that are easily accessible to students. (California Education Code §234.1)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (California Education Code §234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Process for Initiating and Responding to Complaints

Any student who feels that they have been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, they shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in BP/AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (California Education Code §210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with their gender identity;
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to their gender identity, or a non-transgender student because their mannerisms, hairstyle, or style of dress do not conform to stereotypes for their gender or are perceived as indicative of the other sex;
3. Blocking a student's entry to the bathroom that corresponds to their gender identity because the student is transgender or gender-nonconforming;
4. Taunting a student because they participate in an athletic activity more typically favored by a student of the other sex;
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information;
6. Use of gender-specific slurs;
7. Physical assault of a student motivated by hostility toward them because of their gender, gender identity, or gender expression.

The district's uniform complaint procedures (BP/AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of basis for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is their private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses their transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless they are required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to their status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to their parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.
2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to their parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, their parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to their status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with their gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because they are transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with their gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with their gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, their parents/guardians, the district shall use the student's preferred name and pronouns consistent with their gender identity on all other district-related documents.

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with their gender identity, without the necessity of a court order or a change to their official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with their gender identity, subject to any dress code adopted on a school site.

Personnel

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above. The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Codes §12926, §12940)

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The following position is designated as Coordinator for Nondiscrimination in Employment:

Alvord Unified School District
Assistant Superintendent of Human Resources
9 KPC Parkway
Corona, California 92879
(951) 509-5030

Any employee or job applicant who believes that they have been or is being discriminated against or harassed in violation of district policy should, as appropriate, immediately contact their supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the district's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the principal, district administrator or Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. Failure of a district employee to report discrimination or harassment may result in disciplinary action.

Training and Notifications

The Superintendent or designee shall provide training to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination.

The Superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin, or application form that is used in employee recruitment.

The district's policy shall be posted in all district schools and offices including staff lounges.

Other Remedies

An employee may, in addition to filing a discrimination complaint with the district, file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, the employee must file their complaint within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code §12960. (Government Code §12960)
2. To file a valid complaint directly with EEOC, the employee must file their complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 2000e-5)

Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

Dress Code Policy

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board of Education expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which interferes with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

Gang-related apparel is strictly prohibited. "Apparel" includes, but is not limited to, hats, jewelry, belt buckles, bandannas, colors, paraphernalia, and professional sports jerseys or logos that indicate an affiliation with a group or gang which may provoke others to act violently or be intimidated.

Appropriate Dress—General

Brief garments, such as swimsuit tops, strapless or halter tops, beach wear, tank tops with deep armholes, bare midriffs, backless shirts, tube tops, pajamas, lounge wear, sheer clothes, ripped or tattered jeans that expose private parts of the body, low necklines, and exposed undergarments are not appropriate for school. Dresses, skirts or shorts must cover the full curve of the buttocks when walking, sitting, reaching or bending and should be no shorter than fingertip length with arms down.

Bagging or sagged pants shall not be worn at school. "Baggy pants" means the waistline of the pants, located at the hipbone of the student when pulled and pinched will gather more than one inch of material. "Sagged pants" means the waistline of the pants is located below the hipbone of the student. Properly fitted pants, incorrectly worn (below the hipbone) are "sagged pants".

Prohibited Items

Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) shall be free from writing, pictures, or any other insignia which are crude, vulgar, profane, sexually suggestive, or which bear weapons, drug, alcohol, tobacco company advertising, promotions, or likenesses.

Also prohibited are clothing or other items which advocate gender, racial, ethnic, religious prejudice, or which demean or exalt any group of people such that it infringes upon the rights of others to be free from harassment or intimidation. Also prohibited are items containing messages that promote or glorify death, mutilation, violence, or which constitute gang "silent code" messages.

Jewelry

Jewelry with gang-related or other inappropriate symbols, as described above, is prohibited. Also prohibited is jewelry designed for use as a weapon or designed to contain hazardous or contraband materials. In addition, jewelry or other accessories which display studs, spikes, chains, replica weapons, drug paraphernalia, or which may pose a threat to student safety are prohibited.

Shoes

Shoes must be worn at all times. For safety reasons, only shoes which are appropriate for school wear are allowed, as determined by school administration. Shoes should stay on when walking or running. No slippers are allowed.

Hats

Only school-approved hats, caps, or other head coverings may be worn outdoors for sun protection.

Sunglasses

Sunglasses may not be worn in the classroom.

Hair

Hair must be clean and neatly groomed. Hair lengths or styles which jeopardize the health and safety of the wearer others or which substantially disrupt or interfere with school activities are not allowed.

STANDARD OF DRESS

The standard of dress for Arizona Middle School has been developed with input from staff, parents, and students. The dress code is vital to ensure personal safety, to create a positive learning environment, and to discourage classroom disruptions or distractions. Learning is a serious endeavor that must be undertaken without undue distractions. Outward appearances that are radical, unusual and draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students. Hair styles and clothing that depict recognition of specific groups or activities that represent an affiliation which advocates racial, ethnic, or religious prejudice and other inappropriate behaviors will not be allowed on campus or during any Arizona Middle School activity.

Modesty should be maintained by both genders at all times. In order to assist with achievement of the goals for student success, the following is the suggested appropriate attire for Arizona Middle School:

- Students are expected to be neat and clean. Modesty must be maintained at all times.
 - Shoes must be worn at all times. Footwear with an enclosed toe and heel is required.
 - Roller shoes are not permitted.
 - Pajamas and slippers may not be worn.
 - Clothing, jewelry, and personal items (backpacks, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
 - Clothes shall be sufficient to conceal undergarments at all times. Skirts and shorts shorter than mid-thigh are prohibited. Baggy fitting and low-slung pants or shorts will not be allowed. Pants must be worn at the waist.
 - Bare midriffs, halter tops, tube tops, net tops, see through clothing, spaghetti straps, and low cut necklines are not permitted. Undergarments must be concealed at all times.
 - Students may not wear excessive make-up, hairdos, emblems or jewelry. Applying make-up or grooming in class is not allowed. Jewelry which creates a health and safety hazard is not permitted.
 - Clothing and other personal possessions containing emblems, lettering, or pictures promoting gangs (including belt buckles with initials), tagging, drugs, alcohol, tobacco, sex, death, mutilation, weapons, violence, and messages with double meanings are not permitted.
 - Clothing which has been altered in an inappropriate manner will not be allowed.
 - Gang attire of any kind, including garments with writing promoting or relating to gang activity is prohibited.
 - Sun protection caps may be worn during PE by request of parent/guardian and with permission by administration.
- Hats, beanie hats, hoods, etc. are not allowed to be worn while in class.
- Chains, including wallet chains, are not allowed.
- Tattoos need to be covered

- Gym/PE shorts may not be worn in classes other than physical education.
- The administration and faculty of Arizona Middle School have the responsibility to administer the dress code and may make additional changes to the above items at any time during the school year. Dress code violations will result in a consequence.

Drug Free Expectations

Alcohol and Other Drugs

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety, and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians, and coordination with appropriate community agencies and organizations.

The Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students, and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely communicated to all stakeholders.

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code §11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code §11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level.

In grades 1-6, instruction in drug education should be given in health courses required by California Education Code §51210. (California Education Code §51260)

In grades 7-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by California Education Code §51220. (California Education Code §51260)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (California Education Code §51203)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (California Education Code §51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention, Referral, and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with their parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, in their professional capacity or in the course of their employment, knows, observes or suspects that a student may be under the influence of alcohol or drugs, they may notify the parent/guardian. (California Education Code §44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when they believe that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if they believe that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (California Education Codes §§44049, 49602)

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

Parent Involvement Strategies

The following are some of the parent involvement strategies used to support and reinforce school rules:

Parents are welcomed and encouraged to be active participants in creating and guiding the school rules. Additionally, parents are given many opportunities to get involved and give feedback/suggestions. Parents are encouraged to get involved by volunteering in the classroom, participating in a decision-making groups, or simply attending school events.

The school communicates with parents about rules/guidelines through flyers, Peachjar Eflyers, parent conferences, the school marquee, the school website, Blackboard Connect (automated telephone message delivery system), student planners, and parent letters that are mailed home.

There are many School Advisory Groups and Committees that parents can join to give feedback/suggestions on school rules:

- English Learner Advisory Council (ELAC)
- School Site Council (SSC)
- Parent Engagement Leadership Initiative (PELI)
- Parent Teacher Student Association (PTSA)

Finally, there are many Volunteer Opportunities for parents:

Chaperone Events/Field Trips

Fundraising Activities

Classroom Volunteers

School Sponsored Clubs

Parent Institute for Quality Education (PIQE)

Collaboration Strategies

The following strategies are used to develop relationships and collaborate and partner with organizations and community to prevent violence and crime:

Arizona Middle School has worked very closely with the Riverside Police Department to prevent violence and crime:

- Yearly Staff Training (or as needed) on Emergency Procedures with Q&A - Lead by the School Resource Officer (SRO)
- Monthly (SRO) Meetings to discuss school safety and procedures to prevent violence and crime.
- Bi-Monthly (SRO) Meeting to discuss School Emergency Procedures and Updates
- Weekly (SRO) visits to monitor the campus
- School Resource Officers called on campus to assist as needed with student incidents

Additionally, Arizona Middle School has worked with the local community to develop relationships to build a bond to help prevent violence and crime:

There have been many Family/Community Events, such as:

- Community Cooking Classes
- Family Movie Nights
- Back-To-School Night
- Open House
- College and Career Night
- Craft Fairs
- Gardening Classes

Prevention and Intervention Strategies

Developing and sustaining a strong safe-school culture free of intimidation or violence requires the efforts of all stakeholders, administration, staff, students, parents, and community members. At the site level, administration, staff, and student leaders should strive to help students develop meaningful connections to school. One way to achieve this is to train staff and students in a variety of violence prevention strategies as well as to provide a broad scope of opportunities for student engagement.

Maintain a School Culture Free of Violence

- Examine how policies and programs in the classroom, school building, and district office facilitate the peaceful interaction of individuals and groups
- Communicate and consistently enforce the school's policy on weapons possession and aggressive behavior
- Make it clear in all communications, verbal and written, that all threats that compromise the safety and security of any student, staff, or other school community member, will be taken seriously. This includes any threat expressed through electronic means or technological device
- Develop and implement a systematic, team-oriented threat inquiry process that includes a referral process for mental health or social services as well as the capacity to monitor and support both perpetrators and victims
- Implement staff training in nonviolent conflict resolution and threat inquiry processes
- Encourage all site staff to develop sincere relationships with students, visit classrooms, be visible on campus, and maintain a reasonable level of accessibility to students and parents

Suicide Prevention

Suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. The implementation of instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning sign of suicidal intent in others is an essential part of prevention, intervention, and postvention.

- Implement instructional strategies for teaching suicide prevention curriculum and promoting mental and emotional health
- Awareness of individual risk factors and warning signs
- Identify appropriate mental health services at the school site and within the community, and how to refer youth and their families to those services
- Student identification cards for students in grades 7-12 include the National Suicide Prevention Lifeline telephone number
- Implementation of procedures to address students' and staffs' grief and to minimize the risk of imitative suicide or suicide contagion

The following curriculum and program strategies are used to emphasize prevention and alternatives to violence and strategies to provide a broad scope of opportunities for student engagement:

Prevention Strategies: Arizona Middle School uses many prevention strategies to inform and teach both students about the rules and procedures.

- Beginning of the year school rules assembly
- Counselor classroom lessons on school rules and policies
- Morning Announcements discuss school policies
- Anti-Bullying Video and Training
- Counselor Classroom lessons on Bullying Identification and Prevention
- Arizona Student Behavior Skills are addressed in daily announcements and discussed with students
- Rules outlined the Student Handbook

- Rules Contract signed by all students at the beginning of the year.

Intervention Strategies: Arizona Middle School uses many intervention strategies to help students learn and grow.

- On Campus Intervention (Meeting with OCI Facilitator)
- Individual Counseling Meetings
- Group Counseling Meetings
- Student Counseling Trainings on: Anti-Bullying, School Rules, Suicide Prevention, etc.
- Student Contracts
- Parent Meetings
- Student Groups to discuss rules/procedures
- Student Meeting with the Principal/Assistant Principal
- Parent Groups

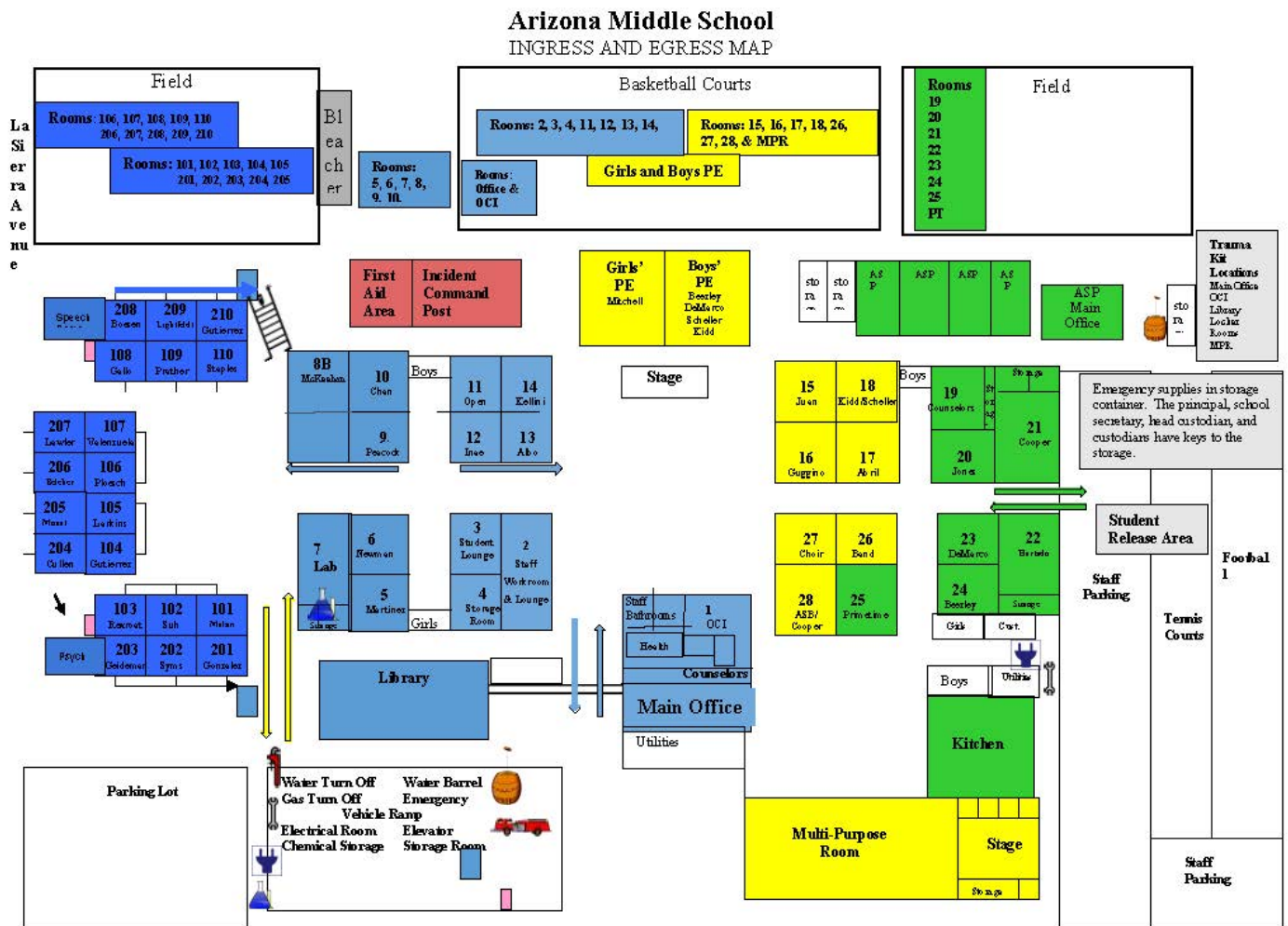
Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

The Superintendent or designee shall develop procedures for identification of staff, students, and volunteers.

Schools must include plans for:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel



Emergency Evacuation Routes and Procedures

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

- ☐ Off-campus evacuation site(s) have been identified on an aerial map provided to the district by Riverside Police Department's (RPD) Air Unit.
- ☐ Sets of aerial maps are kept in each of the three RPD SRO's patrol cars trunks; a set in the RPD Watch Commander's office; a set in the SRO Lieutenant's office; a set with in the Administrative Services office; and a set in the Student Services office.

Staff Training

The site has trained staff on an annual basis using the following methods:

Arizona Middle School has provide many training opportunities for staff members on Emergency Evacuation Routes and Procedures.

Those trainings include:

- Beginning of the year all staff training on Emergency Procedures
- Trainings on Evacuation Procedures
- Trainings on Suicide Prevention
- Trainings on Anti-Bullying and Video
- Intruder Response Video and Training
- Staff Trainings given by the Riverside Police Department on Emergency Procedures and Intruder Response

In an Emergency Building Evacuation, all employees will:

- ☐ Upon emergency alert, secure work area and depart/report to assigned area.
- ☐ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ☐ DO NOT re-enter the building without permission or request of emergency service authorities.
- ☐ Remain in the general assembly areas and calm students if not assigned another duty.
- ☐ When signaled to re-enter safe areas of the school, quickly do so. Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- ☐ Upon emergency alert, assemble students for evacuation using designated routes and account for all students.
- ☐ Secure room. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ☐ Upon arrival at the assembly area, account for all students.
- ☐ Secure medical treatment for injured students.
- ☐ Report any students missing or left behind because of serious injuries.

- ☐ Stay with and calm students.
- ☐ If signaled to re-enter school, assure students do so quickly and calmly.
- ☐ Account for all students.
- ☐ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ☐ Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

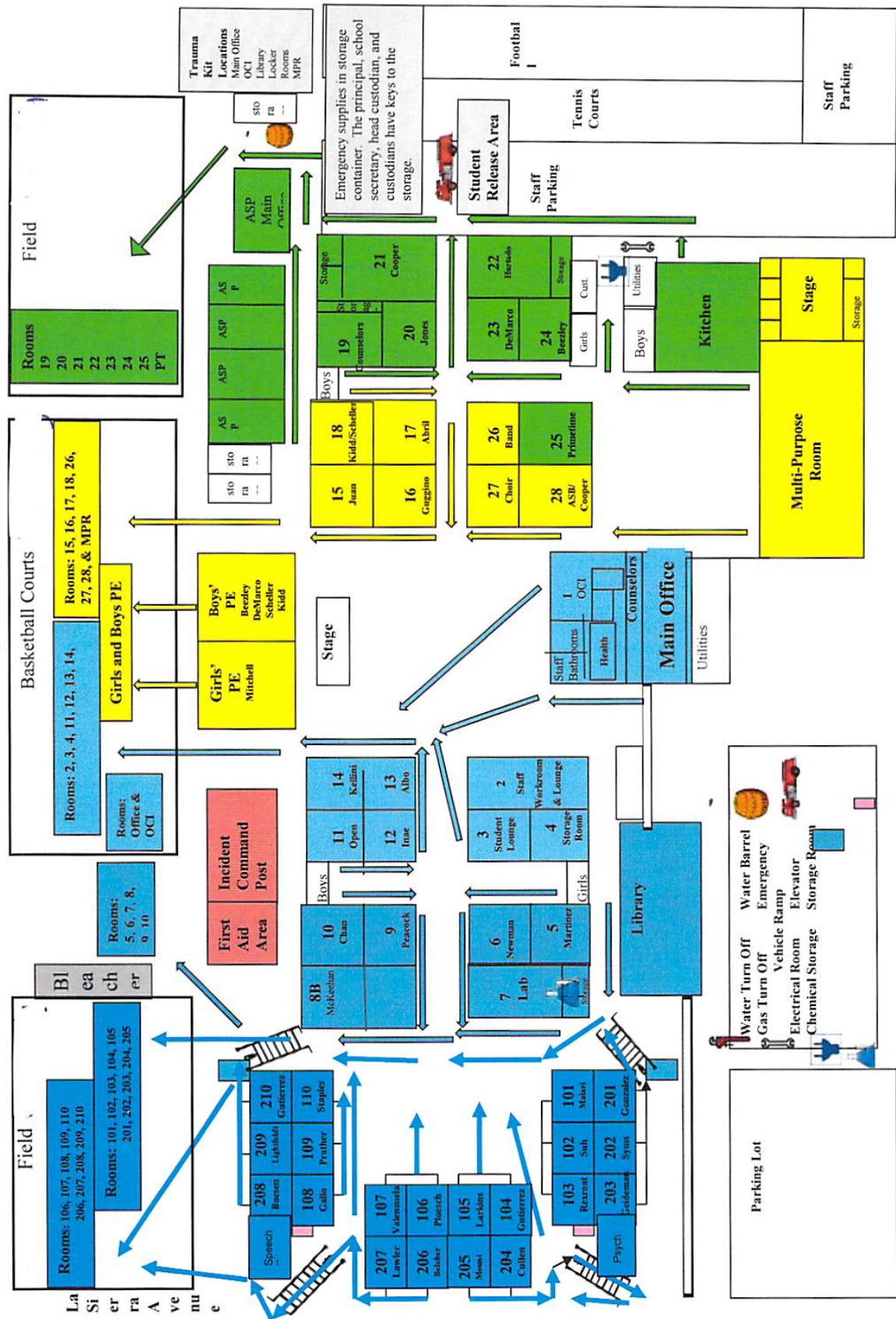
- ☐ Notify the Superintendent of the campus evacuation.
- ☐ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ☐ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

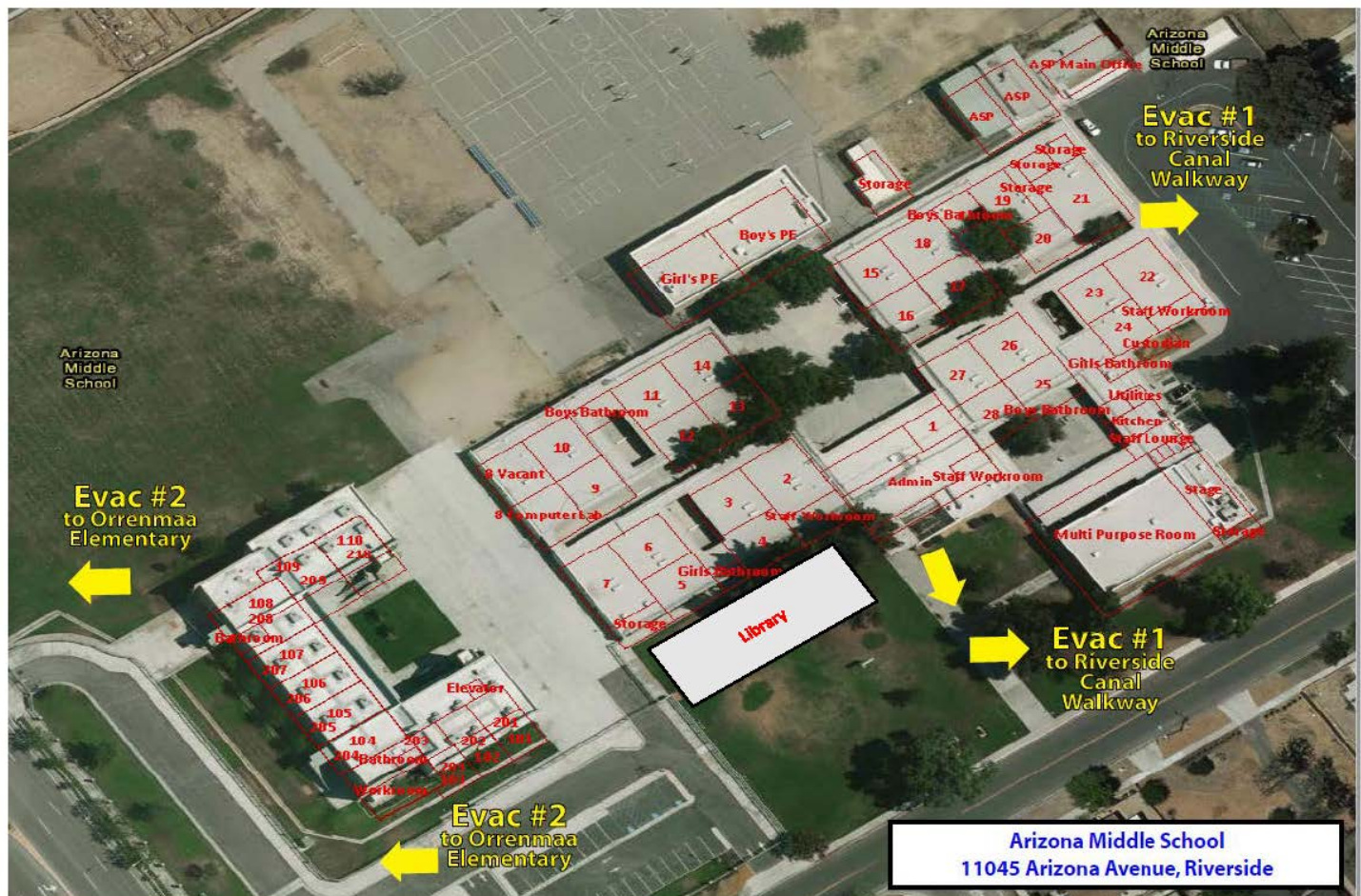
Accommodations for People with Special Needs

It is critical to make appropriate accommodations to ensure the safety of students and staff with special needs.

- ☐ **Identification**
 - Identify and document staff and students with special needs and the types of assistance required in an emergency.
 - Keep an up-to-date list of staff and students with special needs in the office and classroom emergency packet.
 - On the up-to-date list, highlight those with priority needs in the event of an evacuation. (i.e. ambulatory vs. non-ambulatory, verbal vs. nonverbal)
 - Create a system to keep this information up-to-date and accessible by all who might need it in event of emergency, including classroom teachers.
 - Allow visitors to self-identify their special evacuation needs via sign-in log.
- ☐ **Evacuation routes and maps:**
 - Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
 - Review all paths of travel and potential obstacles to determine most practical evacuation routes.
 - For individuals with mobility impairments avoid barriers such as stairs and narrow doors.
 - Include special needs evacuation information indicating primary and secondary exits in all campus emergency packets.
 - Identify areas of rescue where students with special needs can wait for assistance if necessary.
- ☐ **Training and drills:**
 - Provide training for those designated to evacuate students with special needs.
 - Include individuals with special needs when conducting evacuation drills.
 - Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
 - Review emergency protocol to address confrontational student/staff behavior during evacuation. If a person refuses to move and all possible strategies have been employed, rescuer must self-evacuate. Under no circumstances may an individual re-enter a building once evacuated.
- ☐ **Equipment and supplies:**
 - Have student carry medical information in wallet, purse, or backpack.
 - If reliant on battery-operated technology, have student carry extra batteries in wallet, purse, or backpack.

Arizona Middle School





Reunification

It is the responsibility of school personnel to assure the reunification of students with their parents/guardians or authorized adult through separate request and release gates. The student release process may be supported by student runners. Refer all requests for information to the Public Information Officer (PIO).

- ☐ Check with Operations Chief for assignment to Request Gate or Release Gate
- ☐ Obtain necessary equipment and forms from Logistics
- ☐ Secure area against unauthorized access.
 - Mark gates with signs.
- ☐ Set up Request Gate at the main student access gate.
 - Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside the fence at Request Gate.
 - Have enough Student Release Forms for every student
 - Assign volunteers to assist.
- ☐ Set up Release Gate some distance from Request Gate.

Follow procedures outlined below to ensure the safe reunification of students with the parents/guardians or authorized adult:

- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ Staff files the Emergency Card in the "out box."
- ☐ Runner takes form to the designated classroom evacuation site.
- ☐ If a parent refuses to wait in line, do not argue
- ☐ Note the time with appropriate comments on the Emergency Card and place in "out box."

If student is WITH class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "Sent with Runner"
- ☐ If appropriate, teacher sends parent copy of First Aid Form with runner
- ☐ Runner walks student(s) to Release Gate
- ☐ Runner hands paperwork to release personnel
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.
 - Parents are given the Notice of First Aid Care Given, if applicable

If student is NOT with class:

- ☐ Teacher makes appropriate notation on Student Release Form:
 - "Absent" if the student was never at school that day
- ☐ "First-Aid" if student is in Medical Treatment Area
- ☐ "Missing" if student was in school, but now cannot be located
- ☐ Runner takes Student Release Form to Command Post (CP)
- ☐ CP verifies student location if known and directs runner accordingly
- ☐ Parent should be notified of missing student status by a staff member and escorted to crisis counselor
- ☐ If student is in First Aid, parent should be escorted to Medical Treatment Area
- ☐ If student was marked absent, parent will be notified by staff member

Closing Down:

- ☐ At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- ☐ Complete all paperwork and turn into the Documentation Unit

Emergency and Disaster Response Procedures

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (California Education Code §32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (California Education Code §32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. **DROP** to the ground.
 - b. **COVER** the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. **HOLD** onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take attendance, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

- 1. The Principal or Designee will:**
 - o Order an evacuation if the fire alarm doesn't work
 - o Call 911
 - o Notify the Superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
6. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the Fire Department by calling 911.
3. Notify the Superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

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

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

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a **STAGE 3 EMERGENCY**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- ☐ Contact Maintenance and Operations immediately if your site is experiencing a blackout.
- ☐ Phones that require power from an electrical outlet will not work. Communication to the district office will need to be done by radio or cell phone.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ **DO NOT USE** candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

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

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

Communication

Email Communication

- ☐ Communications with district crisis personnel is typically via email using the crisis email list for notifications whenever a call is place to request an ambulance, police officer, or fire department
- ☐ Crisis email lists are also used to notify district crisis personnel whenever a lockdown has been initiated for ANY reason
- ☐ The crisis email list only notifies district crisis personnel; it DOES NOT summon public safety officials for you
- ☐ After a call to 911 has been placed or a lockdown has been initiated, send the appropriate crisis email.
 - Do not wait until the situation has been resolved
 - The purpose of the crisis email is to alert certain staff members, alert the assigned school resource officers, and place district resources at your disposal should the need arise

Crisis Email Lists

The crisis email lists are:

- ☐ **Crisis – Ambulance:** To be used when a 911 call has been made to request an ambulance
- ☐ **Crisis – Fire:** To be used when a 911 calls has been made to the Fire Department
- ☐ **Crisis – Lockdown:** To be used when a site has initiated lockdown procedures for ANY reason
- ☐ **Crisis – Police:** To be used when a 911 call has been made for Police assistance

Security Alert

Purpose: The protocol will be followed if an event requires heightened security measures and/or greater presence of staff while still being at a lower level than a Lockout. The Security Alert protocol will allow for the teaching day to continue without disruption but allow for greater awareness of potential threats. School will dismiss at normal times and students may be checked in and out by parents and guardians. The Security Alert protocol can be initiated by the police department, the fire department, the school district or by the individual school site.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take attendance and report any missing students and their location to the office.
4. Do not allow students to leave the room until the **ALL CLEAR** signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until **ALL CLEAR** is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: **"We are in lockdown, please secure your rooms."** This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- ☐ Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest

- ☐ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Designate assigned individual to lock all doors leading into administration building.
- ☐ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- ☐ Contact school resource officer or other security personnel and provide available information.
- ☐ When able, alert Superintendent's office.
- ☐ RPD SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in Student Services and with Administrative Services. Officers, as well as, their Lieutenant and Watch Commander have an aerial map of each school. RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- ☐ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- ☐ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ☐ Meet law enforcement at Incident Command Post.
- ☐ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ☐ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ☐ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
- ☐ Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ☐ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ☐ Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ☐ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ☐ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available

channels of communication are disabled and the injury is life- threatening, slide Red Cross placard (found in the emergency packet) under the door.

- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- ☐ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- ☐ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ☐ Do **not** chase students that run. Let them go.
- ☐ Do **not** go into rooms that cannot be secured and offer no way out.
- ☐ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- ☐ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- ☐ Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- ☐ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- ☐ If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- ☐ If safe to do so, take attendance and document on appropriate form.
- ☐ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- ☐ Gather students together and organize into an orderly formation.
- ☐ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- ☐ Follow pre-arranged evacuation route to evacuation location.
- ☐ Upon arrival at the pre-arranged location, take attendance.
- ☐ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- ☐ Through drills and training, pre-determine and practice where staff can safely hide.
- ☐ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- ☐ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

If the active shooter is nearby:

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- ☐ Remain calm, and follow officers' instructions.
- ☐ Put down any items in your hands (i.e., bags, jackets).
- ☐ Immediately raise hands and spread fingers. Keep hands visible at all times.
- ☐ Avoid making quick movements toward officers such as holding on to them for safety.
- ☐ Avoid pointing, screaming and/or yelling.
- ☐ Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- ☐ Location of the active shooter
- ☐ Number of shooters, if more than one
- ☐ Physical description of shooter(s)
- ☐ Number and type of weapons held by the shooter(s)
- ☐ Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

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

When instructed or when an alerting system triggers a Shelter-in-Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- ☐ Attempt to gain as much information as possible when the threat is received.
- ☐ Do not hang up on the caller.
- ☐ Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- ☐ Call 911.
- ☐ Notify Superintendent's Office
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification. Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.

- ☐ If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- ☐ If and when possible, call Administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and personnel.
- ☐ Determine whether to initiate Shelter-in-Place Protocol.
- ☐ Secure the area (block points of entry).
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent and Administrative Services **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call Maintenance and Operations and/or Administrative Services. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- ☐ Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- ☐ Close windows and blinds. Move everyone away from windows.
- ☐ Take attendance. List any missing students or staff members and their possible locations.
- ☐ Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- ☐ Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound

decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as Very High or Dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "High" (80°-98°), the following precautions should be observed:

- ☐ Students and staff shall be encouraged to wear light clothing
- ☐ Students and staff physical activity, both indoors and outdoors shall be limited
- ☐ Students and staff shall be encouraged to remain in areas protected from the sun
- ☐ Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the school are notified of a smoke alert, either by AQMD or the City of Riverside or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- ☐ **Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- ☐ **Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- ☐ **1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- ☐ **Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- ☐ **DROP** down on the floor.
- ☐ Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ **HOLD** onto the furniture and be prepared to move with it.
- ☐ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

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

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

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

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

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

Initial contact

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

Assess respiration (normal, rapid, absent)

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

Assess perfusion (pulse, bleeding)

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

Assess Mental Status (commands, movement)

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

Automated External Defibrillator (AED)

The three comprehensive high school sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

NA

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The Principal/Designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the Principal/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Principal/Designee.

The Superintendent/Designee will act as the official spokesperson for the District in an emergency situation. As such, all inquiries must be directed to the Superintendent/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its Site Disaster/Emergency Preparedness Map a pre-established Media Reporting Check-In location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

Order of Succession

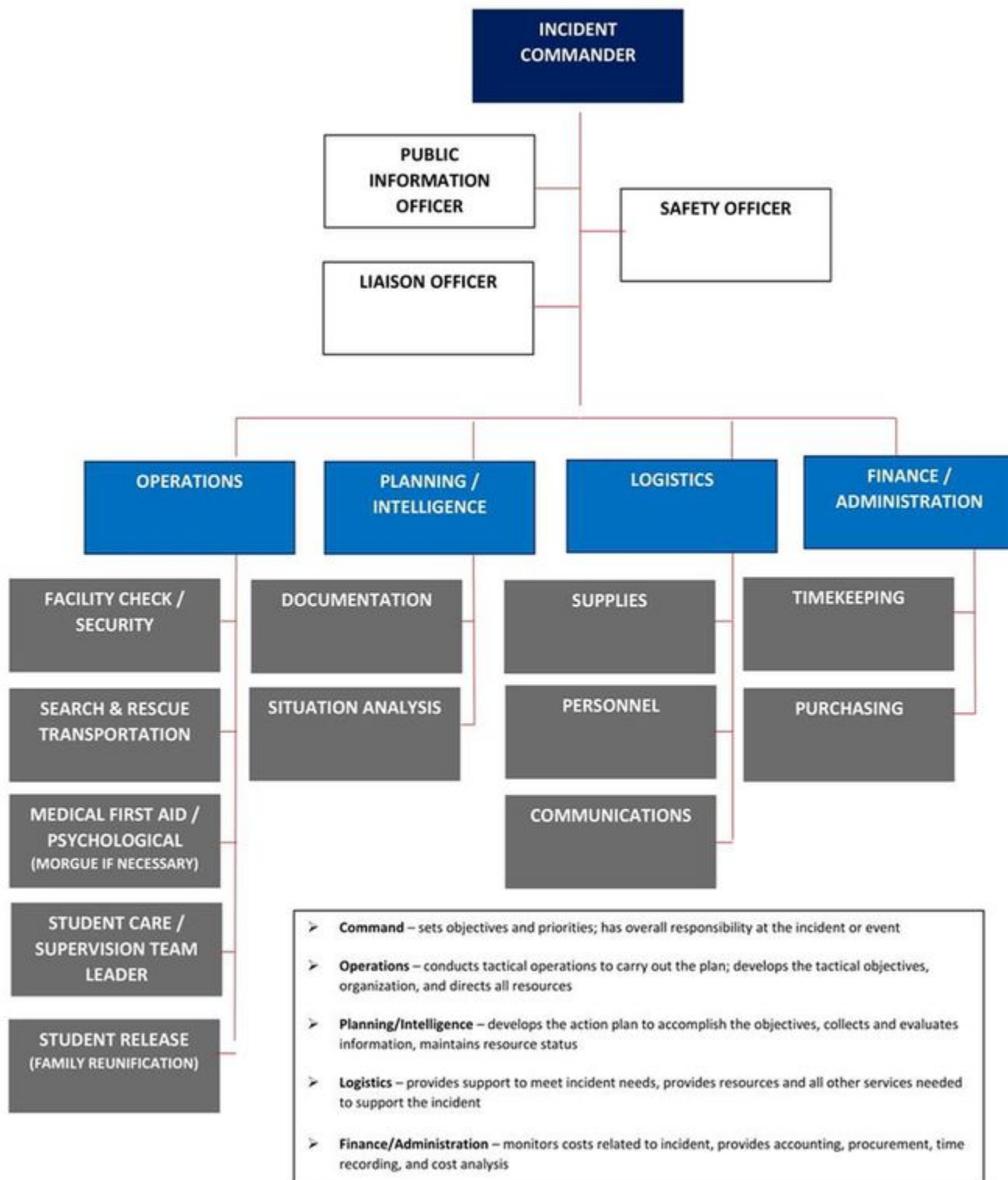
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Jeffrey Diulio
2. Administrative Designee – Nayeli Martinez, Assistant Principal
3. Administrative Designee/Other – Ujima Thompson, OCI Facilitator
4. Administrative Designee/Other – Maureen Snyder, Counselor

Should any of these people move to the Incident Command position, other staff will have to be assigned to fill the role previously designated to them.

Incident Command Center

SEMS / NIMS Structure



Emergency Operations Center – Team Assignments

Principal – Jeffrey Diulio

Incident Commander – Jeffrey Diulio

Safety Officer – Maureen Snyder

Liaison Officer – Erika Zamora

Public Information Officer – Nayeli Martinez

OPERATIONS

Operations Chief – Nayeli Martinez

Facility Check / Security Lead – Rey Felix, Carlos Perez, Belen Aspiren

Search and Rescue Team / Transportation Lead – Arthur Cooper, Jeff Lawler, Michael Scheller, Stan DeMarco, Soravin Chan, Paul Mount, Michelle Ploesch, Joe Syms

(Team members assigned as needed for search and rescue and transportation to First Aid)

Medical First Aid / Psychologist Team Lead – Marie Dunlap

(Other site personnel will be added to this team depending on need)

Student Care / Supervision Lead – Johanna Newman

(Teachers and paraeducators start on this team until staff and student accountability is complete or unless otherwise assigned)

Student Release Team Lead – Monica Chavez, Olivia Perez, and Bertha Gonzalez

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Monica Chavez

Documentation – Bertha Gonzalez

(Additional staff as needed for documentation and/or runners)

Situation Analysis – Amy Valenzuela and Linda Lightfeldt

LOGISTICS

Logistics Chief – Ujima Thompson

Supplies Lead – Jan Lamers

Personnel – Ujima Thompson

Communications – Olivia Perez

(Others may be assigned to these areas depending on the need)

FINANCE / ADMINISTRATION

This area is set up last and often at the end of an event for financial reimbursement and accountability purposes

Finance / Administration Chief – Jan Lamers

Timekeeping – Olivia Perez

Purchasing – Jan Lamers

Buddy Roster

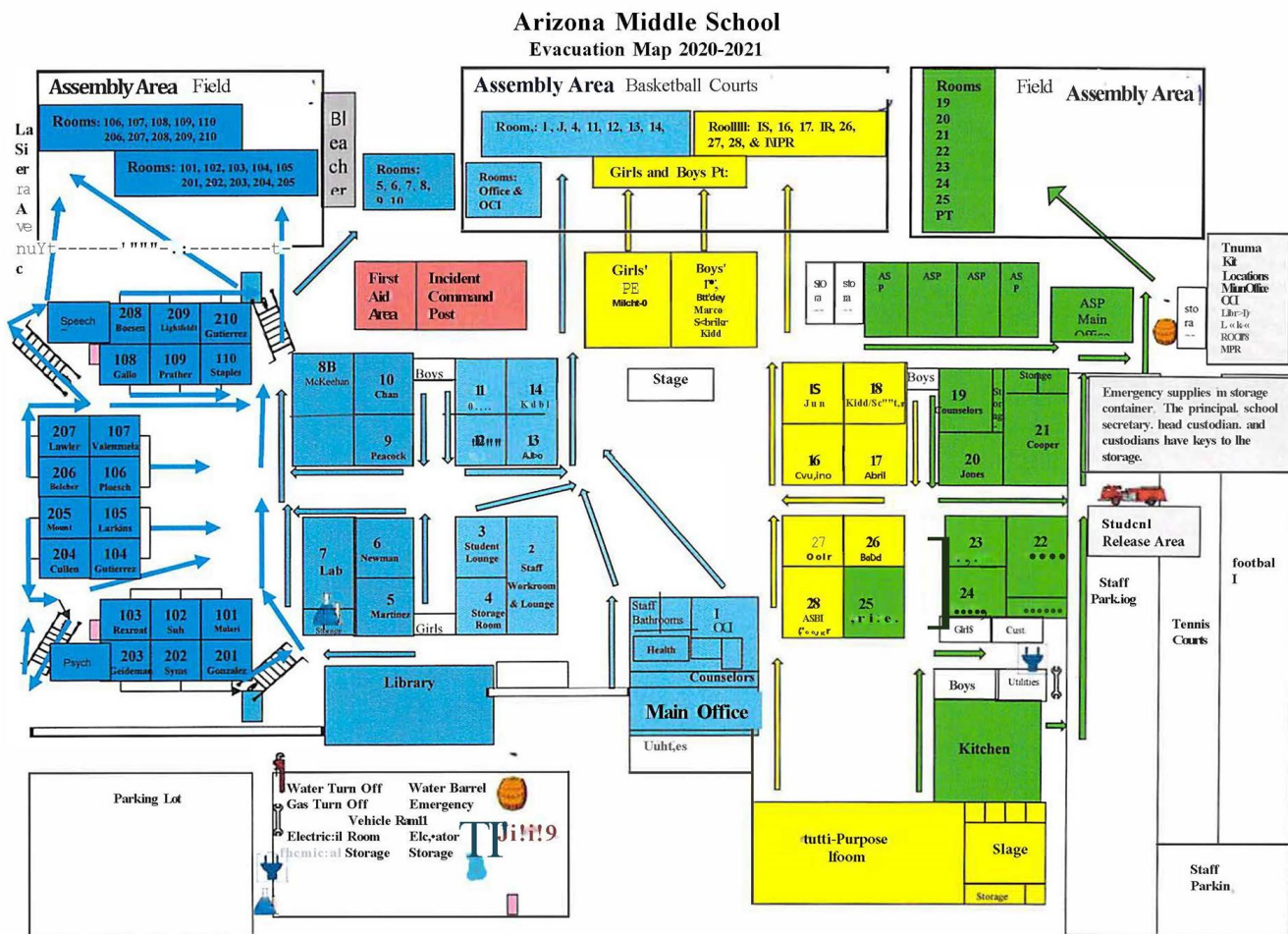
Each staff member will locate and attempt to determine whether their buddy has been injured in the emergency or may be off site. If a buddy cannot be located, that information should be given to the Logistics Chief who will inform the Search and Rescue Lead to alert the Search and Rescue Teams to look for the missing person in the course of their search.

Staff From Room:	Staff From Room:
2 - Staff Lounge	3 - Student Lounge
5 - Rudy Martinez	6 - Johanna Newman
7 - Science Lap	11 - Madeline Monreal
8 - James McKeehan	12 - Kristin Inae
13 - Jonathan Albo	14 - Meena Kellini
15 - Madeline Juan	16 - Patrick Guggino
17 - Justine Abril	20 - Emma Jones
18 - Brian Kidd and Michael Scheller	19 - McKinley Center/Wiley Center Counselors
21 - Arthur Cooper	22 - Matt Hurtado
23 - Stan DeMarco	24 - Terrence Beezley
26 - Kristen Matthews	27 - Amanda Suttle
25 - Gabriela Hidalgo	28 - Arthur Cooper
101 - Pam Mulari	102 - Minhwa Suh
103 - Renee Rexroat	104 - Marcela Gutierrez
105 - Sherika Larkins	106 - Michelle Ploesch
107 - Amy Valenzuela	108 - Kimberly Gallo
109 - Lori Prather	110 - Galen Staples
201 - Yesenia Gonzalez	202 - Joe Syms
203 - Debbie Geideman	204 - Emily Cullen
205 - Paul Mount	206 - Lorena Belcher
207 - Jeff Lawler	208 - Kelly Boesen
209 - Linda Lightfeldt	210 - Katherine Gutierrez
Boys PE Locker Room - Stan DeMarco, Terrence Beezley, Michael Scheller, Brian Kidd	Girls PE Locker Room - Julie Mitchell and Madeline Monreal
Main Office - Olivia Berez, Marie Dunlap, Bertha Gonzalez, Monica Chavez, Jan Lamers, Jeffrey Diulio, Nayeli Martinez	Library - Keira Filonis, Mary Beth Stevens
OCI Room - Ujima Thompson	Counselors Offices - Maureen Snyder, Erika Zamora, Rachel Esparza
Custodian Office - Rey Felix, Carlos Perez, Belen Aspiren	Kitchen - Donna Hoydt

All employees must first verify their “buddy” is on site and able to evacuate. Report any “buddy” who is unaccounted for to the Logistics Chief. Any itinerant employee who is at another site during a disaster or emergency must report to the Incident Commander at that site for an assignment.

Even though employees have a team assignment for purposes of this plan, each employee must be prepared to fill another role if called on to do so during an actual emergency.

Staging Areas



Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus

- **Assess type and scope of emergency**
- **Determine threat to human life and structures**
- **Implement emergency/disaster plan and hazard specific procedures**
- **Develop and communicate an incident action plan with objectives and a time frame to meet those objectives**
- **Activate functions (assign positions) as needed**
 - Fill in Incident Command Structure (ICS) organizational chart
 - Appoint back-up or an alternate IC
- **Continue to monitor and assess total school situation:**
 - View site map periodically for Search & Rescue progress and damage assessment information
 - Check with Section Chiefs for periodic updates
 - Reassign personnel as needed
- **Report (through Communications) to District Office on status of students, staff, campus as needed (Site Status Report)**
- **Develop and communicate revised incident action plans as needed**
- **Begin student release when appropriate**
 - No student should be released until student accounting is complete
 - Never send students home before the end of the regular school day unless directed by the Superintendent except individuals on request of parent/guardian
- **Authorize release of information**
- **Utilize your back-up IC: plan and take regular breaks 5-10 minutes/hour away from the CP**
- **Plan regular breaks for all staff and volunteers**
- **Release teachers as appropriate per District guidelines**
 - By law, during a disaster, teachers become “Disaster Service Workers”
- **Remain on and in charge of your campus until redirected or released by the Superintendent of designee**

Closing Down:

- **Authorize deactivation of sections, branches, or units when they are no longer required**
- **At the direction of the Superintendent or designee, deactivate the entire emergency response**
 - If Fire Department or other outside agency call an “ALL CLEAR,” contact the District before taking any further action
- **Ensure that any open actions not yet completed will be taken care of after deactivation**
- **Ensure the return of all equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit
- **Proclaim termination of the emergency and proceed with recovery operations as necessary**

Command Post Equipment / Supplies:

- Campus map

- ALL job descriptions on a clipboard
- Master keys
- Staff and student rosters
- School district radio (Emergency radio)
- Disaster response forms
- Campus 2-way radios
- Emergency / disaster plan
- AM / FM radio (battery)
- Bullhorn
- Tables and chairs (if CP is outdoors)

Appendix – Safety Officer

Section: Command

SAFETY OFFICER

The Safety Officer ensure that all activities are conducted in as safe a manner as possible under the circumstances which exist.

- **Check in with Incident Commander for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log**
 - o Maintain all required records and documentation to support the history of the emergency or disaster
 - o Document:
- **Messages received**
- **Action taken**
- **Decision justification and documentation; Requests filled**
- **Monitor drills, exercises, and emergency response activities for safety**
- **Identify and mitigate safety hazards and situations**
- **Stop or modify all unsafe operations**
- **Ensure that responders use appropriate safety equipment**
- **Think ahead and anticipate situations and problems before they occur**
- **Anticipate situation changes, such as severe aftershocks, in all planning**
- **Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions**

Closing Down:

- **When authorized by the IC, deactivate the unit and close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit
- **Return equipment and reusable supplies to Logistics**

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

The public has the right and need to know important information related to emergencies/disasters at the school site as soon as it is available.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, they will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

New conferences and press releases must be approved by the District PIO before release.

- **Determine a possible “news center” site as a media reception area**
 - o Locate away from the Command Post and students
 - o Get approval from the Incident Commander (IC)
- **Identify yourself as the “PIO”**
- **Consult with District PIO to coordinate information release**
- **Assess situation and obtain statement from IC; tape record if possible**
- **Advise arriving media that the site is preparing a press release and approximate time of its issue**
- **Open and maintain a position log of your actions and all communications**
 - o If possible, take media briefings
 - o Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
 - o Incident or disaster cause and time of origin
 - o Size and scope of the incident
 - o Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
 - o Resources in use
 - o Best routes to school if known and appropriate
 - o Any information school wishes to be released to the public
- **Read statements if possible**
- **When answering questions, be complete and truthful, always considering confidentiality and emotional impact.**
 - o Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
 - o Avoid use of the phrase “no comment.”
- **Remind school site / staff volunteers to refer all questions from media or waiting parents to the PIO**
- **Update information periodically with IC**
- **Ensure announcements and other information are translated in other languages as needed**
- **Monitor news broadcasts about incident**
 - o Correct any misinformation heard

Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
 - o Direct staff members to sign out through Finance / Administration

- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- ☐ Position identifier (safety vest)
- ☐ Job description clipboard
- ☐ Battery operated AM / FM radio
- ☐ Paper, pencils, marking pens
- ☐ School site map(s) and area maps
- ☐ 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Command

LIAISON OFFICER

The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

- **Check in with Incident Commander (IC) for situation briefing**
- **Determine your personal operating location and set up as necessary**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log.**
 - Maintain all required records and documentation to support the history of the emergency or disaster
- **Brief Agency Representatives on current situation, priorities and incident action plan**
- **Ensure coordination of efforts by keeping IC informed of agencies' actions plans**
- **Provide periodic update briefings to Agency Representatives as necessary**

Closing Down:

- **At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- 2- way radio *
- Job description clipboard
- Clipboard, paper, pens

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Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security; Search and Rescue; Medical; Student Care/Student Release.

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Assume the duties of all operations positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**
- **If additional supplies or staff is needed for the Operations Sections, notify Logistics.**
 - When additional staff arrive, brief them on the situation and assign them as needed
- **Coordinate Search and Rescue operations**
 - Appoint Search and Rescue Team Leader to direct their operations if necessary
- **As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander**
- **Inform the Incident Commander regarding tasks and priorities**
- **Make sure that the operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities**
- **Schedule breaks and reassign operations staff within the section as needed**

Closing Down:

- **At the Incident Commander's direction, release operations staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- Search and Rescue equipment including 2-way radio *
- School site map

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

- **Wear hard hat and orange identification vest if available**
- **Take appropriate tools, job description clipboard, and radio**
- **As you do the following, observe the campus and report any damage by radio to the Command Post ***
- **Lock gates and major external doors if needed**
- **Locate / control / extinguish small fires as necessary**
- **Check gas meter and, if gas is leaking, shut down gas supply**
- **Shut down electricity only if building has clear structural damage or advised to do so by the Command Post**
- **Post yellow caution tape around damaged or hazardous areas**
- **Verify that campus is “locked down” and report same to Command Post**
- **Advise Command Post of all actions taken for information and proper logging**
- **Be sure that the entire campus has been checked for safety hazards and damage**
- **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety**
- **Route fire, rescue, police, etc. as appropriate**
- **Direct all requests for information to the Public Information Officer (PIO)**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work gloves and whistle
- Job description clipboard
- 2- way radio
- Master keys / Goggles, flashlight, dust masks, yellow caution tape, and shut-off tools

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment**
- **Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response**
- **Assign teams based on available manpower, minimum 2 persons per team**

Perform visual check of outfitted team leaving Command Post; include radio check. Teams should be wearing sturdy shoes and safety equipment.

- **Record names and assignments before deploying teams**
- **Dispatch teams to known hazards or situations**
 - o Send specific map assignment with each team
- **Remain at the Command Post in radio contact with Search and Rescue Team**
- **Record all teams' progress and reports on site map, keeping others at Command Post informed of problems**
 - o When a room is reported clear, mark a "C" on the map
- **If injured students are located, consult Operations Chief for response**
 - o Utilize Transport Teams or send a First Aid Team
- **Record exact location of damage and triage tally on map**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple ***
 - o Do not use codes
- **10-codes or police codes**

Closing Down:

- **Record the return of each Search and Rescue team**
 - o Direct them to return equipment and report for additional assignment to Logistics
- **Provide logs and other relevant documents to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- Job description clipboard
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
 - ☐ Do not work beyond your expertise
 - ☐ Use appropriate safety gear
 - ☐ Size up the situation first
-
- **Obtain all necessary equipment. See list below.**
 - **You should be wearing sturdy shoes and long sleeves**
 - **Check in at Command Post for assignment**

Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.

Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. Be aware of the possibility of aftershocks.

- **Use chalk to make a “slash” mark on the door when entering the room**
- **Check under desks and tables.**
 - o Search visually and vocally
 - o Listen
- **When leaving each room, make another “slash” on the door to form an “X”**
- **When an injured victim is located, team transmits location and condition of injured to Command Post.**
 - o Do NOT use names of students or staff
 - o Follow directions from Command Post
- **Record exact location of damage and triage tally and report to Command Post**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple – Do NOT use codes ***

Closing Down:

- **Record equipment to Logistics**
- **Provide maps and logs to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape, chalk
 - o Use chalk or masking tape to make a “slash”

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

MEDICAL TEAM LEADER

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- **Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs**
- **Make personnel assignments**
 - If possible, assign a minimum of:
 - **2 people to Triage**
 - **2 to Immediate Medical Attention**
 - **2 to Delayed Attention**
 - **2 to Psychological**
 - **Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles**
 - Obtain equipment and supplies
- **Assess available inventory of supplies and equipment**
- **Review safety procedures and assignments with personnel**
- **Establish point of entry (“Triage”) into treatment area**
- **Establish “Immediate” and “Delayed” treatment areas**
- **Set up a separate Psychological first aid area if staff levels are sufficient**

Operational Duties:

- **Oversee care, treatment, and assessment of patients**
- **Ensure caregiver and rescuer safety**
- **Make sure that accurate records are kept**
- **Provide personnel response for injuries in remote locations or request Transport Team from Logistics**
- **If needed, request additional personnel from Logistics**
 - Brief newly assigned personnel
- **Report deaths immediately to the Operations Chief**
- **Keep Operations Chief informed of overall status**
- **Set up morgue, if necessary, in cool, isolated, secure area**
- **Stay alert for communicable diseases and isolate appropriately**

Closing Down:

- **At the Incident Commander’s direction, release Medical staff no longer needed**
- **Direct staff members to sign out through Finance / Administration**
- **Record equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, deactivate the section and close out all logs.**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Job description clipboard**
- **Emergency first aid supplies kit**
- **Clipboards, pens, pencils, marking pens**
- **2-way radio ***

- Blankets
- Tables and chairs
- Ground cover / tarps
- Staff and student medication from the Health Office
- Wristbands
- Identification tags

Forms

- First aid care log
- Personnel assignment form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

Use approved safety equipment and techniques. Obtain and wear personal safety equipment including latex gloves. Check with Medical Team Leader for assignment.

Operational Duties:

- **Administer appropriate first aid**
- **Keep accurate records of care given**
- **Continue to assess victim at regular intervals**
- **Report deaths immediately to Medical Team Leader**
- **If and when transport is available, do final assessment and document on triage tag (if available).**
 - Keep and file records for reference – Do NOT send with victim

Triage Entry Area:

- **Staff with a minimum of 2 trained team members, if possible**
- **One member confirms triage category, attaches triage tag, and directs to proper treatment area**
 - I = Immediate assistance needed
 - D = Delayed assistance
 - X = Dead
 - No treatment takes place at this station
 - Assess victim's condition if not tagged or identified
- **Second team member log victims' names on form and sends forms to Command Post as completed**

Treatment Areas – “Immediate” and “Delayed”

- **Staff with minimum of 2 team members per area, if possible**
- **One member completes secondary head-to-toe assessment**
- **Second member records information on triage tag and on-site treatment records**
 - Follows categories: Immediate, Delayed, Deceased
- **When using 2-way radio, do NOT use names of injured or dead**

Closing Down:

- **Return equipment and unused supplies to Logistics**
- **Clean up first aid area – dispose of hazardous waste safely**
- **Complete all paperwork and turn into the Documentation Unit**

Forms

- **Triage tags**
- **First Aid log**

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

- **Check with Operations Chief for direction**
- **If directed, set up morgue area.**
 - Verify: Tile, concrete, or other cool floor surface accessible to Coroner's vehicle away from assembly area
 - Keep unauthorized persons out of morgue

Operational Duties:

- **After pronouncement or determination of death: Confirm that the person is actually dead**
- **Do NOT move the body until directed by Command Post**
 - Do Not remove any personal effects from the body; Personal effects must remain with the body at all times
- **As soon as possible, notify Operations Chief, who will notify the Command Post**
 - Command Post will attempt to notify law enforcement authorities of the location and, if know, the identity of the body
 - Law enforcement will notify the Coroner
- **Keep accurate records and make available to law enforcement and/or the Coroner when requested**
- **Write the following information on two tags:**
 - Date and time found
 - Exact location where found
 - Name of decedent if known
 - If identified: how, when, by whom
 - Name of person filling out tag
 - Attach one tag to body
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping**
 - Securely attach the second tag to the outside of the bag
 - Move the body to the morgue
- **Place any additional personal belongings found in a separate container and label as above**
 - Do NOT attach to the body, store separately near the body

Closing Down:

- After all bodies have been picked up, close down the morgue
- Return all equipment and unused supplies to Logistics
- Clean up area – Dispose of hazardous waste safely
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Tags, pens / pencils
- Trash bags
- Duct tape
- Plastic tarps
- 2-way radio *
- Wristbands
- Identification tags

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area

Operational Duties:

- **Check in with Operations Chief for situation briefing**
- **Assign personnel to assignments as needed**
- **If school is evacuating:**
 - Verify that the assembly area and routes to it are safe
 - Count the classrooms as they exit to make sure that all classes evacuate
- **Initiate the set-up of portable toilet facilities and hand washing stations**
- **Monitor the safety and well-being of the students and staff in the Assembly Area**
- **Administer minor first aid as needed**
- **Support the Student Release process**
- **When necessary, provide water and food to students and staff**
- **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease**
- **Make arrangements to provide shelter for students and staff**
- **Arrange activities and keep students reassured**
- **Update records of the number of students and staff in the assembly area (or in the buildings)**
- **Direct all requests for information to the PIO**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, closet out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest)**
- **2-way radio ***
- **First aid kit**
- **Water**
- **Food**
- **Sanitation supplies**

Student Activities:

- **Books, games, coloring books, etc.**

*** Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.**

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

Certificated staff, school secretary, other available staff and disaster volunteers. Use buddy system. Student Release process may be supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates

Start-Up Actions:

- **Check with Operations Chief for assignment to Request Gate or Release Gate**
- **Obtain necessary equipment and forms from Logistics**
- **Secure area against unauthorized access**
 - Mark gates with signs
- **Set up Request Gate at the main student access gate**
 - Use alphabetical grouping signs to organize parent requests
- **Have Student Release Forms available for parents outside of fence at Request Gate**
 - Assign volunteers to assist
- **Set up Release Gate some distance from Request Gate**

Operational Duties:

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians

Refer all requests for information to the Public Information Officer (PIO). Do not spread rumors!

- If volunteers arrive to help, send them to Logistics

Procedures:

- **Requesting adult fills out Student Release Form; gives it to staff member and show identification**
- **Staff verifies identification**
 - Pull Emergency Card from file and verifies that the requester is listed on the card
- **Staff instructs the requester to proceed to the Release Gate**
- **Staff files the Emergency Card in the out box**
- **Runner takes form to the designated classroom evacuation site**

Note: If a parent refuses to wait in line, do NOT argue. Note time with appropriate comments on Emergency Card and place in box.

If student is with class:

- **Runner shows Student Release Form to the teacher**
- **Teacher marks box, "Sent with Runner"**
 - If appropriate, teacher sends parent copy of first aid form with runner
- **Runner walks student(s) to Release Gate**
- **Runner hands paperwork to release personnel**
- **Release staff matches student to requester**
 - Verify proof of identification
 - Ask requester to fill out and sign the lower portion of Student Release Form
 - Release student

- o Parents are given the notice of first aid care given, if applicable

If student is NOT with class:

- **Teacher makes appropriate notation on Student Release Form:**
 - o “Absent” if student was never in school that day
 - o “First aid” if student is in Medical Treatment Area
 - o “Missing” if student was in school, but now cannot be located
- **Runner takes Student Release Form to Command Post**
- **Command Post verifies student location if known and directs runner accordingly**
- **Parent should be notified of missing student status by a staff member and escorted to crisis counselor**
- **If student is in first aid, parent should be escorted to Medical Treatment Area**
- **If student was marked absent, parent will be notified by a staff member**

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Pens, stapler
- Boxes of Emergency Cards
- Parent Request Gate and Release Gate signs
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Signs for “Request Gate” and “Release Gate”

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource teams.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Assume the duties of all Planning/Intelligence positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the positions checklist**
- **Assist Incident Commander in writing Action Plans**

Closing Down

- **At the IC's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Planning/Intelligence positions have been accomplished**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Dry-erase pens
- Site map(s)
- Paper, pens

Forms:

- Emergency Time / Situation Report
- Staff and Student Accounting Form

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Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Maintain time log of the incident noting all actions and reports**
- **Record content of all radio communications with District Emergency Operations Center (EOC)**
- **Log in all written reports**
- **File all reports for reference (file box)**
- **IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents**

Student and Staff Accounting:

- **Receive, record, and analyze Student Accounting forms**
- **Check off staff roster**
 - o Compute number of students, staff and others on campus for Situation Analysis; update periodically
- **Report missing persons and site damage to Command Post**
- **Report first aid needs to Medical Team Leader**

Closing Down

- **Collect and file all paperwork and documentation from deactivating sections**
- **Securely package and store these documents for future use**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Paper, pens
- Paper

Forms:

- Situation Report
- Operational Log

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Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

Situation Status (Map):

- **Collect, organize and analyze situation information**
- **Mark site map appropriately as related reports are received**
 - o This includes, but is not limited to, Search and Rescue reports and damage updates, giving a concise picture/status of campus
- **Preserve map – it is a legal document**
- **Use area-wide map to record information on major incidents, road closures, utility outages, etc.**
 - o This information may be useful to staff for planning routes home, etc.

Situation Analysis:

- **Provide current situation assessments based on analysis of information received**
- **Develop situation reports for the Command Post (CP) to support the action planning process**
- **Think ahead and anticipate situations and problems before they occur**
- **Refer all information request to the Public Information Officer (PIO)**

Closing Down

- **Close out all logs and turn all documents into Documentation**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- Site map of campus
- Map of county and local area
- File box(es)
- Paper, pens, dry erase markers

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Section: Logistics

LOGISTICS

Responsibilities:

This section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Open supplies container or other storage facility**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Ensure that the Command Post and other facilities are set up as needed**

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist**
- **Coordinate supplies, equipment, and personnel needs with the Incident Commander**
- **Maintain security of supplies and equipment**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Logistics positions have been accomplished**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

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Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Open supplies container or other storage facility if necessary**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Set up the Command Post**

Operational Duties:

- **Maintain security of supplies and equipment**
- **Distribute supplies and equipment as needed**
- **Assist team members in locating appropriate supplies and equipment**
- **Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed**

Closing Down:

- **At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

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Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Deploy personnel as requested by the Incident Commander (IC)**
- **Sign in volunteers, making sure those volunteers are wearing I.D. badges**

Closing Down:

- **Ask volunteers to sign out**
- **At the Logistic Chief's direction, close out all logs and turn them in to the Documentation Unit**
- **Return all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *
- Paper, pens

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Forms:

- Emergency supply inventory
- Assignment Log

Section: Logistics

COMMUNICATIONS

Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus 2-way radio, supported by student or disaster volunteer runners, and Disaster volunteer.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Communicate with district EOC per district procedures**
 - o At the direction of the Incident Commander (IC), report status of students, staff and campus, using Site Status Report Form
- **Receive and write down all communications from the district EOC**
- **Use runners as needed to deliver messages**
- **Maintain Communications Log:**
 - o Date
 - o Time
 - o Originator
 - o Recipient
- **Follow communications protocol**
 - o Do NOT contact the city directly if the district EOC is available
- **Direct the media or the public to the Public Information Officer (PIO)**
- **Monitor AM radio for local emergency news: KFI 640 AM**

Closing Down:

- **Close out all logs, message forms, etc. and turn them over to the Documentation Unit**
- **Return all equipment and unused supplies to Logistics**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- District 2-way radio *
- Tables and chairs
- File boxes, tote tray for outgoing messages
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Job descriptions clipboard and checklist
- Site Status Report
- Message forms

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing**

Operational Duties:

- **Assume the duties of all Finance/Administration positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Finance/Administration positions have been accomplished**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

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Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff**
- **Ensure that accurate records are kept of all staff members, indicating hours worked**
- **If district personnel not normally assigned to the site are working, be sure that records of their hours are kept**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

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Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records at information which relates to purchasing**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking purchases**
- **Support Logistics in making any purchases which have been approved by the Incident Commander**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

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Arizona Middle School
School Site Council
MINUTES
January 20, 2021: Time: 2:30pm
Meeting Location: Google Meet: meet.google.com/vop-huaq-ouf

I. Introductory Procedure

1. Call to Order: Kristin Inae called the meeting to order at 2:33 pm.
2. Establishment of Quorum: A quorum was established with 9 members present: Jeffrey Diulio, Kristin Inae, Johanna Newman, Desere' Mergil, David Mahfoz, Katie Gutierrez, Ujima Thompson, Vanessa Tamayo, Destiny Serrano
3. Pledge of Allegiance: Led by David Mahfoz
4. Welcome and Introductions by Kristin.

II. Action Items

1. Minutes from 12/17/2020 were motioned/seconded/carried to approve as presented. (Katie/Destiny) (9-0-0)
2. Comprehensive School Safety Plan – Mr. Diulio updated this plan to include the library as it was noted missing in our Dec. 12th SSC Meeting. This plan was motioned/seconded/carried to approve. (David/Ujima) (9-0-0)
3. Approve Categorical Expenditures for:
 - LCFF-LI – 1000 Student Planners for instruction use in core and elective classrooms. NTE 4,000
Motioned/seconded/carried to approve. (Johanna/Vanessa) (9-0-0)
 - LCFF-LI – 10 LCD Projector Units for instructional use in core and elective classrooms. NTE 8,000
Motioned/seconded/carried to approve. (Katie/Ujima) (9-0-0)
 - LCFF-LI - 10 ELMO Document Cameras for instruction use in core and elective classrooms. NTE 8,000
Motioned/seconded/carried to approve. (Johanna/Vanessa) (9-0-0)
 - LCFF – LI – 40 chromebook units for use with Low-Income students in core and elective classrooms to access iReady, Achieve 3000 Literacy Development, GAFE (Google Apps for Education), and online Math Programs NTE 13,000
Motioned/seconded/carried to approve. (Katie/Destiny) (9-0-0)
 - LCFF- LI – 10 HP Probooks w/windows 10, for instructional use in core and elective classrooms NTE 10,000
Motioned/seconded/carried to approve. (Johanna/David) (9-0-0)
 - Title 1 – Teacher Professional Development Workshop: Designing a Culturally Responsive MTSS Framework. This 3-Part Webinar training will provide an overview of MTSS and describe a school-wide approach for reducing the effects of implicit bias in disciplinary decision making. Participants will develop/enhance how they use data to identify areas of concern, intentionally implement practices which are culturally relevant for students, and build support systems for educators to ensure equity for all students. NTE 2,000
Motioned/seconded/carried to approve. (Johanna/Vanessa) (9-0-0)
 - Title 1 – 40 Chromebook units for use with Title 1 students in core and elective classrooms to access iReady, Achieve 3000 Literacy Development, GAFE (Google Apps for Education), and online Math Programs NTE 13,000
Motioned/seconded/carried to approve. (Destiny/Johanna) (9-0-0)
 - LCFF-EL -6 iPads for use with English Learners in ELD 1, ELD 2, ELD 3 and ELD Lab to assist with translation, and to access iReady, Achieve 3000 Literacy Development, GAFE (Google Apps for Education), and online Math Programs. NTE \$4,000
Motioned/seconded/carried to approve. (David/Destiny) (9-0-0)
 - LCFF – EL – 40 Chromebook units for use with English Learners in Sheltered ELA, Math, History, and Science Core subject area courses to access iReady, Achieve 3000 Literacy Development, GAFE (Google Apps for Education), and online Math Programs NTE 13,000
Motioned/seconded/carried to approve. (Johanna/Vanessa) (9-0-0)
 - LCFF-EL - Attendance for parents and educators to attend the California Association for Bilingual Education (CABE) Conference. The adults in attendance are parents from the Arizona ELAC, Teachers, and Administrators. NTE \$3,500.
Motioned/seconded/carried to approve. (Katie/David) (9-0-0)

III. Discussion/Information

1. Budget Reports by Funding Source – Mr. Diulio provided updates to the budget with the committee.
2. Training Topics:
 - School Budget/SPSA – Mr. Diulio presented the current SPSA and how our school budget is used to address our SPSA goals. We will continue to monitor our current SPSA and discuss plans to adjust our 2021-22 SPSA goals and adjust our 2021-22 Proposed Budget to address those goals.
3. Local Control and Accountability Plan overview. – Upcoming district meeting dates are February 17 and April 21st. Mr. Diulio encourages attendance at these meetings to learn what the district has planned. Middle school Principals want to try and bring intramural sports back to the middle schools and hopes this suggestion will be presented at this upcoming meeting.
4. School Plan for Student Achievement (SPSA) – Mr. Diulio states the goal is 90% promotion rate. We also have a goal to reclassify 25% of our EL students.

5. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC) – No information was provided from this meeting. Mr. Diulio will try to get an update for our next meeting.
 - Action Team for Partnership (ATP) – No updates at this time. Remains status quo, per Mr. Diulio.
6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers) – Friday, January 21st will be a professional development day for our teachers. Mrs. Inae and 3 fellow teachers will present engagement and grade check ideas in addition to a wellness activity.
 - Parent and Family Involvement Opportunities – We continue to have the same limited parent involvement activities i.e., PTA, ELAC, SSC.
 - Interventions – We currently have 60 students receiving extra support by our mentoring teachers and hope that this early assistance helps these students as we start 2nd semester, per Mrs. Inae.
7. Principal's Report – Mr. Diulio thanked the committee for attending and encouraged us all to keep attending upcoming meetings as we plan for the remainder of the year and get ready for next year as well.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting – Submit items to Mr. Diulio two weeks prior to the next meeting.
2. The next SSC meeting is scheduled for: 02/16/21
3. Adjournment: Action Item: David Motioned to adjourn the meeting at 3:25pm. Vanessa seconded the motion.

Arizona Middle School
School Site Council Agenda
January 20, 2021: Time: 2:30pm
Meeting Location: Google Meet: meet.google.com/vop-huaq-ouf

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from: 12/17/2020
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3. Approve Categorical Expenditures for:
 - LCFF-LI – 1000 Student Planners for instruction use in core and elective classrooms. NTE 4,000
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 - LCFF-LI - 10 ELMO Document Cameras for instruction use in core and elective classrooms. NTE 8,000
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 - LCFF- LI – 10 HP Probooks w/windows 10, for instructional use in core and elective classrooms NTE 10,000
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 - LCFF – EL – 40 Chromebook units for use with English Learners in Sheltered ELA, Math, History, and Science Core subject area courses to access iReady, Achieve 3000 Literacy Development, GAFE (Google Apps for Education), and online Math Programs NTE 13,000
 - LCFF-EL - Attendance for parents and educators to attend the California Association for Bilingual Education (CABE) Conference. The adults in attendance are parents from the Arizona ELAC, Teachers, and Administrators. NTE \$3,500.

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
 - School Budget/SPSA
3. Local Control and Accountability Plan overview.
4. School Plan for Student Achievement (SPSA)
5. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
7. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for: 02/16/21
3. Adjournment: Action Item

Arizona Middle School
School Site Council
MINUTES
January 20, 2021: Time: 2:30pm
Meeting Location: Google Meet: meet.google.com/vop-huaq-ouf

I. Introductory Procedure

1. Call to Order: Kristin Inae called the meeting to order at 2:33 pm.
2. Establishment of Quorum: A quorum was established with 9 members present: Jeffrey Diulio, Kristin Inae, Johanna Newman, Desere' Mergil, David Mahfoz, Katie Gutierrez, Ujima Thompson, Vanessa Tamayo, Destiny Serrano
3. Pledge of Allegiance: Led by David Mahfoz
4. Welcome and Introductions by Kristin.

II. Action Items

1. Minutes from 12/17/2020 were motioned/seconded/carried to approve as presented. (Katie/Destiny) (9-0-0)
2. Comprehensive School Safety Plan – Mr. Diulio updated this plan to include the library as it was noted missing in our Dec. 12th SSC Meeting. This plan was motioned/seconded/carried to approve. (David/Ujima) (9-0-0)
3. Approve Categorical Expenditures for:
 - LCFF-LI – 1000 Student Planners for instruction use in core and elective classrooms. NTE 4,000
Motioned/seconded/carried to approve. (Johanna/Vanessa) (9-0-0)
 - LCFF-LI – 10 LCD Projector Units for instructional use in core and elective classrooms. NTE 8,000
Motioned/seconded/carried to approve. (Katie/Ujima) (9-0-0)
 - LCFF-LI - 10 ELMO Document Cameras for instruction use in core and elective classrooms. NTE 8,000
Motioned/seconded/carried to approve. (Johanna/Vanessa) (9-0-0)
 - LCFF – LI – 40 chromebook units for use with Low-Income students in core and elective classrooms to access iReady, Achieve 3000 Literacy Development, GAFE (Google Apps for Education), and online Math Programs NTE 13,000
Motioned/seconded/carried to approve. (Katie/Destiny) (9-0-0)
 - LCFF- LI – 10 HP Probooks w/windows 10, for instructional use in core and elective classrooms NTE 10,000
Motioned/seconded/carried to approve. (Johanna/David) (9-0-0)
 - Title 1 – Teacher Professional Development Workshop: Designing a Culturally Responsive MTSS Framework. This 3-Part Webinar training will provide an overview of MTSS and describe a school-wide approach for reducing the effects of implicit bias in disciplinary decision making. Participants will develop/enhance how they use data to identify areas of concern, intentionally implement practices which are culturally relevant for students, and build support systems for educators to ensure equity for all students. NTE 2,000
Motioned/seconded/carried to approve. (Johanna/Vanessa) (9-0-0)
 - Title 1 – 40 Chromebook units for use with Title 1 students in core and elective classrooms to access iReady, Achieve 3000 Literacy Development, GAFE (Google Apps for Education), and online Math Programs NTE 13,000
Motioned/seconded/carried to approve. (Destiny/Johanna) (9-0-0)
 - LCFF-EL -6 iPads for use with English Learners in ELD 1, ELD 2, ELD 3 and ELD Lab to assist with translation, and to access iReady, Achieve 3000 Literacy Development, GAFE (Google Apps for Education), and online Math Programs. NTE \$4,000
Motioned/seconded/carried to approve. (David/Destiny) (9-0-0)
 - LCFF – EL – 40 Chromebook units for use with English Learners in Sheltered ELA, Math, History, and Science Core subject area courses to access iReady, Achieve 3000 Literacy Development, GAFE (Google Apps for Education), and online Math Programs NTE 13,000
Motioned/seconded/carried to approve. (Johanna/Vanessa) (9-0-0)
 - LCFF-EL - Attendance for parents and educators to attend the California Association for Bilingual Education (CABE) Conference. The adults in attendance are parents from the Arizona ELAC, Teachers, and Administrators. NTE \$3,500.
Motioned/seconded/carried to approve. (Katie/David) (9-0-0)

III. Discussion/Information

1. Budget Reports by Funding Source – Mr. Diulio provided updates to the budget with the committee.
2. Training Topics:
 - School Budget/SPSA – Mr. Diulio presented the current SPSA and how our school budget is used to address our SPSA goals. We will continue to monitor our current SPSA and discuss plans to adjust our 2021-22 SPSA goals and adjust our 2021-22 Proposed Budget to address those goals.
3. Local Control and Accountability Plan overview. – Upcoming district meeting dates are February 17 and April 21st. Mr. Diulio encourages attendance at these meetings to learn what the district has planned. Middle school Principals want to try and bring intramural sports back to the middle schools and hopes this suggestion will be presented at this upcoming meeting.
4. School Plan for Student Achievement (SPSA) – Mr. Diulio states the goal is 90% promotion rate. We also have a goal to reclassify 25% of our EL students.

5. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC) – No information was provided from this meeting. Mr. Diulio will try to get an update for our next meeting.
 - Action Team for Partnership (ATP) – No updates at this time. Remains status quo, per Mr. Diulio.
6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers) – Friday, January 21st will be a professional development day for our teachers. Mrs. Inae and 3 fellow teachers will present engagement and grade check ideas in addition to a wellness activity.
 - Parent and Family Involvement Opportunities – We continue to have the same limited parent involvement activities i.e., PTA, ELAC, SSC.
 - Interventions – We currently have 60 students receiving extra support by our mentoring teachers and hope that this early assistance helps these students as we start 2nd semester, per Mrs. Inae.
7. Principal's Report – Mr. Diulio thanked the committee for attending and encouraged us all to keep attending upcoming meetings as we plan for the remainder of the year and get ready for next year as well.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting – Submit items to Mr. Diulio two weeks prior to the next meeting.
2. The next SSC meeting is scheduled for: 02/16/21
3. Adjournment: Action Item: David Motioned to adjourn the meeting at 3:25pm. Vanessa seconded the motion.

AB 1747

Comprehensive School Safety Plan

Loma Vista Middle School

11050 Arlington Ave., Riverside CA
(951) 358-1685

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Introduction

It is the policy of the Alvord Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board believes that a beginning step toward safer schools is the development of a comprehensive safety plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (California Education Code §35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment; and
3. Developing each student's resiliency skills.

The School Site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to DTS by December 2020, approved by the School Site Council by January 2021, and submitted to the Board for approval by March 1, 2021.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

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

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

Continuity of Operations (COOP)

The U.S. Department of Education views a COOP as a program that ensures continued performance of essential functions across a full range of potential emergencies be they natural or man-made when a significant interruption of educational services occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- ☐ Emergency delegation of authority and an orderly line of succession, as necessary
- ☐ Safekeeping of essential personnel, resources, facilities, and vital records
- ☐ Emergency acquisition of resources necessary for business resumption
- ☐ The capability to perform critical functions remotely until resumption of normal operations

A school district's COOP plan should allow for its implementation anytime, with or without warning, during normal or after hours operations; provides full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption or normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Scope: It is the responsibility of Alvord Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing recovery.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic business, and physical services when interrupted for an extended period of time following an incident.

Responsibilities: The delegation of authority and management responsibilities in the event of an incident follow the hierarchy outline in the Alvord Organizational Chart. Designate staff/faculty, in conjunction with the affected principal(s) and staff, will perform the essential functions as follows:

- ☐ **Superintendent / Principal**
 - Determine when to close schools, and/or send students/staff to alternate locations
 - Disseminate information internally to students and staff
 - Communicate with parents, media, and the larger school community
 - Identify a line of succession, including who is responsible for restoring which business functions for schools
- ☐ **Assistant Superintendent of Educational Services; Assistant Superintendent of Human Resources; Chief Business Officer**
 - Ensure systems are in place for rapid contract execution after an incident
 - Identify relocation areas for classrooms and administrative operations
 - Create a system for registering students (out of district or into alternative school)
 - Brief and train staff regarding their additional responsibilities
 - Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
 - Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests)

- Re-evaluate the curriculum, materials and instructional delivery methods as needed
- ☐ **Executive Director of Administrative Services; Operations Manager; Maintenance Manager**
 - Work with local and state government officials to determine when it is safe for students and staff to return to the school buildings and grounds
 - Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting, and/or landscaping)
 - Collaborate with private and public sector service providers and contractors
- ☐ **Business Services; Fiscal Services; School Secretary, School Office Staff**
 - Maintain inventory
 - Maintain essential records (and copies of records) including school's insurance policy
 - Ensure redundancy of records is kept at a different physical location
 - Secure classroom equipment, books, and materials in advance
 - Restore administrative and recordkeeping functions such as payroll, accounting and records
 - Retrieve, collect, and maintain personnel data
 - Provide accounts payable and cash management services
- ☐ **Counselors; School Psychologists; School Nurses and Health Assistants**
 - Establish necessary support services for student and staff/faculty
 - Implement additional response and recovery activities according to establish protocols
 - Collaborate with public and private providers
- ☐ **Food Service / Cafeteria Worker**
 - Determine how food services will resume
 - Support staff and volunteers as possible
- ☐ **Transportation (contracted through First Student)**
 - Provide emergency transportation services as needed
 - Assess and implement alternative transportation services that may be necessitated

Guidelines for Plan Development

Pursuant to California Education Code §35294 and Alvord Unified School District BP 0450, this document is designed to ensure compliance with the requirements of AB 1787. This Comprehensive School Safety Plan shall identify strategies and programs that will maintain a high level of school safety and address the schools' safety procedures and is required to contain the following elements:

- ☐ Assessment of school crime committed on school site/campus and at school-related functions (California Education Code §32282). The assessment may include
 - Data from California Healthy Kids Survey
 - Data on school suspensions, expulsions, and crime rates
 - Students, parents, and staff perceptions of school safety
- ☐ Child Abuse reporting procedures
- ☐ Policies pursuant to California Education Code §48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- ☐ Procedures to notify teachers and counselors of dangerous students
- ☐ Campus safety, including:
 - Weapons on campus
 - Campus visitors
 - COVID-19 considerations
- ☐ School discipline policies and procedures to prevent bullying, hazing, hate crime, and cyberbullying – including behavioral expectations and consequences
- ☐ Policy prohibiting discrimination, intimidation, sexual harassment, other harassment, and bullying (California Education Code §200.2624)
- ☐ School wide dress code policy
- ☐ Drug free school expectations
- ☐ Parent involvement strategies to support and reinforce school rules
- ☐ Collaborative relationships with organizations to prevent violence and crime
- ☐ Crisis prevention and intervention strategies, identify possible crises that may occur and determine tasks that need to be addressed, including:
- ☐ Routine and emergency disaster procedures including natural disasters such as earthquakes, human created disasters such as active shooter, or power outages. In addition, the following must be addressed:
 - Procedures for students with disabilities
 - Procedures for public agency use of facilities in the event of a disaster or emergency
 - Development of the site/campus evacuation plan, including opportunities for students and staff to practice the evacuation
- ☐ Procedures for safe ingress and egress of students, parents/visitors, and employees to and from school
- ☐ Procedures for responding to the release of hazardous substances on or near the site/campus

In the development of this Comprehensive School Safety Plan, the Safety Planning Committee shall be composed of:

- ☐ Principal or designee
- ☐ One teacher
- ☐ One classified employee
- ☐ One parent/guardian
- ☐ Other members as desired

In addition, the Committee shall consult with law enforcement and other local emergency providers in the development of the plan. The Committee shall provide a public meeting at the school site to allow members of the public to express an opinion of the plan (California Education Code §32288). Certain elements that are not designed for public knowledge or might be deemed detrimental to safety plans may be omitted from public review.

Existing law requires the School Site Council to consult with a representative from a law enforcement agency, the fire department, and other first responder entities in the writing and development of the comprehensive school safety plan and requires the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The School Site Council or Safety Committee shall notify in writing, if available, the following persons and entities of a public meeting for comment on the plan (California Education Code §32288):

- ☐ A campus representative for CSEA
- ☐ A campus representative for AEA
- ☐ A representative from each parent organization at the school site
- ☐ A student body government representative, if applicable
- ☐ Any individual who has requested notification

Such strategies and assessments will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

School Safety Committee

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Boards Association policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. (California Education Code §35294.1)

The School Site Safety Committee shall be composed of the following members:

- ☐ Principal or designee,
- ☐ One teacher who is a representative of the recognized certificated employee organization;
- ☐ One classified employee who is a representative of the recognized classified employee organization;
- ☐ One parent/guardian whose child attends the school;
- ☐ Other members if desired. (California Education Code §35294.1)

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

- ☐ Local law enforcement (California Education Code §39294.1)
- ☐ Other local agencies, such as health care and emergency services, may be consulted if desired. (California Education Code §39294.2)
- ☐ Guidance counselor
- ☐ Special Education Department Chairperson
- ☐ One or more key community service providers
- ☐ Student representative(s)
- ☐ Disciplinary team member
- ☐ Staff leaders
- ☐ Additional parent representatives

School Crime Assessment

The School Safety Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (California Education Code §35924.2)

Based on data analysis, the School Safety Committee identifies potential challenges in order to create an effective Comprehensive Safety Plan. The objective is to provide meaningful data in order to improve the campus safety climate.

Crime / Community Data

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the Riverside Police Department and the Alvord Unified School District, shows the district's monthly statistics of the combined three School Resource Officers. This report reflects activity from August 08, 2019 – May 29, 2020.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	August 2019	September 2019	October 2019	November 2019	December 2019
Calls for service related to school site/staff	30	46	35	32	21
Reports taken	23	41	24	28	6
Felony Arrests	1	4	2	2	0
Misdemeanor Arrests	3	1	3	7	4
Citations Issued	0	2	0	0	0
Presentations/Meetings	8	6	2	1	0
Hours committed to AUSD related activities	408	480	552	360	280

Description	January 2020	February 2020	March 2020	April 2020	May 2020
Calls for service related to school site/staff	29	51	46	7	5
Reports taken	11	19	28	3	3
Felony Arrests	1	3	0	0	0
Misdemeanor Arrests	4	2	0	0	0
Citations Issued	0	2	0	0	0
Presentations/Meetings	2	4	2	0	0
Hours committed to AUSD related activities	350	450	80	30	30

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the **Riverside County Sheriff's Department** and the Alvord Unified School District, shows the district's monthly statistics of the School Resource Officer. This report reflects activity from August 08, 2019 – May 29, 2020.

The Riverside County Sheriff's Department provides coverage to Villegas Middle School and Lake Hills Elementary. Statistics listed below are for those two schools only.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020
Calls for service – written	1	1	4	0	1	1
Calls for service – non-written	6	6	4	8	6	4
Follow Ups	0	0	3	0	2	0
Assaults	0	0	1	0	0	0
Weapons: Knives	0	0	0	0	1	1
Kids with Guns Protocol	0	0	0	0	1	0
Students Counseled	5	5	5	5	5	4
School Presentations	1	1	0	1	0	0
Arrests: Infractions	0	0	3	0	0	0
5150 WIC Investigations	2	2	0	3	1	1
601 WIC	0	0	0	1	0	0
Other Incidents	3	3	2	0	0	0

Provide a narrative or summary statement explaining the assessment of the current status of school crime/vandalism committed on the school campus and at school-related functions from a review of school, district, and community crime data trends such as:

- Disciplinary Data
- Attendance Rates
- Property Damage Reports
- State, District or Site Surveys
- Students, Parents and Staff Perceptions of School Safety

Loma Vista Middle School during the 2019-2020 school year, Calls for service related to school site/staff totaled 192 in total. Approximately 132 reports were taken over the past from August 2019 to January 2020. 16 Felony arrests during the same time as well as 21 misdemeanor arrests. Loma vista Middle School Citations Issued 4 from August 2019 to January 2020. 22 Presentations/Meetings were presented and 2,248 Hours committed to AUSD related activities. Our attendance rate for the 2019-2020 school year was approximately 94.360 schoolwide. For grade 6 our attendance rate was 94.92, grade 7 94.49 and grade 8 94.40. We established an attendance reward system as well as an intervention system to address chronic absenteeism. During the 2019-2020 school year we did not sustain property damage. Based on the survey sent out to our students and staff we received the following information from each group to inform how we can support our school safety school wide. Staff reported the need for further training on safety protocols including new trends on student use of drugs such as vaping. It was also suggested that presentations provided to students be available to staff so that they can further develop their capacity in supporting our students. Based on student feedback it was reported that they at times did not feel safe at school due to drugs on campus as well as bullying that goes unreported due to fear of further retaliation. In addition, students felt overwhelmed with schoolwork and unable to approach their teachers. Parents reported the need to further develop their capacity on how to monitor social media as well as interacting with rebellious teenagers that become more influenced by their peers.

Child Abuse Reporting and Prevention

A. Definition of Child Abuse (California Penal Codes §§11165.5, 11165.6)

Child abuse means a physical injury or death that is inflicted by other than accidental means on a child by another person. Child abuse also means the sexual abuse of a child, including sexual assault or sexual exploitation (California Penal Code §11165.1), or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

B. Mandated Child Abuse Reporting

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; administrators, counselors; athletic coaches, athletic administrators and directors employed by any public or private school that provides any combination of instruction for kindergarten, or grades 1 to 12, inclusive. (California Penal Code §11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (California Penal Code §11166)

C. Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (California Penal Code §11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (California Penal Codes §§11166.05, 11167)

Any district employee who reasonably believes that they have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (California Penal Codes §§152.3, 288)

D. Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (California Penal Code §11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (California Penal Code §11166)

E. Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (California Penal Codes §§11165.9, 11166)

10540 Magnolia Avenue, Ste. B
Riverside, CA 92505
(951) 826-5700

Riverside County Sheriff's Department
7477 Mission Blvd.
Jurupa Valley, CA 92509
(951) 955-2600

Corona Police Department
730 Public Safety Way
Corona, CA 92880
(951) 736-2330

Riverside County Department of Public Social Services
11070 Magnolia Avenue
Riverside, CA 92505
(951) 358-4000
Hotline: 1-800-442-4918

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (California Penal Codes §§11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (California Penal Code §11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to California Penal Code §11166.05. (California Penal Code §11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose their identity to their supervisor, the principal, or the Superintendent or designee. (California Penal Code §11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (California Penal Code §11166)

F. Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (California Education Code §44691; California Penal Code §11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (California Education Code §44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (California Education Code §44691; California Penal Code §11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (California Education Code §44691)

G. Parent / Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to California Penal Code §11166 to file a report themselves using the procedures described above for mandated reporters.

In addition, if the child is enrolled in Special Education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

H. Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under California Penal Code §11166, and their confidentiality rights under California Penal Code §11167. The district also shall provide these new employees with a copy of California Penal Codes §§11165.7, 11166, and 11167.

Before beginning employment, any person who will be a mandated reporter by virtue of their position shall sign a statement indicating that they have knowledge of the reporting obligations under California Penal Code §11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (California Penal Code §11166.5)

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, they may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (California Penal Code §11166)
4. Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor.

Child Abuse Reporting Hotline

1-800-442-4918

Suspension and Expulsion and Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (California Education Code §48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in California Education Code §48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (California Education Code §48925)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (California Education Code §48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (California Education Codes §§35291, 48900.1, 48980)

Grounds for Suspension and Expulsion

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (California Education Code §48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (California Education Code §48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code §11053-11058, alcoholic beverage, or intoxicant of any kind. (California Education Code §48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to

- any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (California Education Code §48900(d))
5. Committed or attempted to commit robbery or extortion. (California Education Code §48900(e))
 6. Caused or attempted to cause damage to school property or private property. (California Education Code §48900(f))
 7. Stole or attempted to steal school property or private property. (California Education Code §48900(g))
 8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing their own prescription products. (California Education Code §48900(h))
 9. Committed an obscene act or engaged in habitual profanity or vulgarity. (California Education Code §48900(i))
 10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code §11014.5. (California Education Code §48900(j))
 11. Knowingly received stolen school property or private property. (California Education Code §48900(l))
 12. Possessed an imitation firearm. As used in this section, imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (California Education Code §48900(m))
 13. Committed or attempted to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in California Penal Code §243.4. (California Education Code §48900(n))
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (California Education Code §48900(o))
 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (California Education Code §48900(p))
 16. Engaged in, or attempted to engage in, hazing. (California Education Code §48900(q))
 - a. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
 17. Engaged in an act of bullying. (California Education Code §48900(r))
 18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in California Penal Code §31. (California Education Code §48900(t))
 19. Made terrorist threats against school officials and/or school property. As used in this section,
 - a. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (California Education Code §48900.7)
 - b. A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that they:
 20. Committed sexual harassment as defined in California Education Code §212.5 (California Education Code §48900.2)
 - a. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (California Education Codes §§212.5, 48900.2)
 21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in California Education Code §233 (California Education Code §48900.3)
 - a. Hate violence means any act punishable under California Penal Codes §§422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics

in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (California Education Code §233; California Penal Code §422.55)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (California Education Code §48900.4)

Removal from Class by a Teacher and Parental Attendance

A teacher may remove a student from their class for the remainder of the day and the following day only for acts specified in California Education Code §48900 and listed under "Grounds for Suspension and Expulsion" above. When removing a student from their class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, they shall be appropriately supervised during the class periods from which they have been removed. As soon as possible after the teacher decides to remove the student, they shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal or designee. A student removed from class shall not be placed in another regular class during the period of removal. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which they were removed. The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (California Education Code §48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in their child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (California Education Code §48900.1)

The notice shall:

1. Inform the parent/guardian when their presence is expected and by what means they may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, they may ride the school bus with the student
3. Direct the parent/guardian to meet with the principal after the visit and before leaving school
4. Direct the parent/guardian to contact the school if there are reasonable factors that would prevent them from complying with the attendance requirement

Suspension by Superintendent, Principal, or Designee

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in California Education Code §48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Codes §§11053-11058
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4
5. Possessing an explosive as defined in 18 USC 921

In addition, the Superintendent, principal, or designee may impose a suspension upon a first offense if they determine that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons. (California Education Code §48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (California Education Code §48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (California Education Code §48900.5)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (California Education Codes §§48911, 48915, 48915.5, 48918)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against them, and given the opportunity to present their version and evidence in support of their defense. At the conference, the student should be informed of other means of corrections that were attempted before the suspension. (California Education Code §48911)
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (California Education Code §48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (California Education Code §48911) This notice shall state the specific offense committed by the student. (California Education Code §48900.8) In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.
4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (California Education Code §48914)
Although the parent/guardian is required to respond without delay to a request for a conference about their child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (California Education Code §48911)
5. In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct their behavior and keep them in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (California Education Code §48912)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence. However, possession of an imitation firearm, as defined in California Education Code §48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.
2. Brandishing a knife as defined in California Education Code §48915(g) at another person.
3. Unlawful possession of a controlled substance listed in Health and Safety Codes §§11053-11058.
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (California Education Code §48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether they should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (California Education Code §48918(a))

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (California Education Codes §§48900.8, 48918(b)) (BP/AR 5144)

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to California Education Code §48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in California Education Code §48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (California Education Codes §§48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems;

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site;
3. Not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #21-23 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (California Education Code §48915)

Readmission after Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (California Education Code §48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of California Education Codes §§49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (California Education Code §48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (California Education Code §48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (California Education Code §48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (California Education Code §48645.5) (BP/AR 5144)

Appropriate Use of Suspension and Expulsion

Except when otherwise permitted by law, a student may be suspended or expelled only when their behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following: (California Education Code §48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Except when a student commits an act that violates California Education Code §48900(a)-(e) or their presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in California Education Code §48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (California Education Codes §§48900.5, 48900.6)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

Supervised Suspension Classroom

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

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in California Education Codes §48900 and §48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (California Education Code §48900.5)

Decision Not to Enforce Expulsion Order

Upon voting to expel a student, on a case-by-case basis the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (California Education Code §48917)

Maintenance and Monitoring Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to California Education Codes §48900.8 and §48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

During the 2019-2020 school year there was a total of 82 suspensions. Based on the data collected 26 were female and 56 males. There was a total of 3 expulsions. Based on the data collected 2 were female and 1 was male.

Staff Notification of Dangerous Students

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's Comprehensive School Safety Plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

California Education Code §49079 and the districts' collective bargaining agreement with the California Teachers Association require that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts for the three previous years. (California Education Codes §48900 and §48915)

In order to ensure every classroom teacher and substitute have immediate access to the names of those students currently enrolled in their classroom who meet the criteria of California Education Code §48900, the Student Information System's staff have updated all assertive discipline offenses based on California Education Code §49079 with a Safe School Act Date (SSA Date) field in our student information system (AERIES). The teacher of record can see the SSA identification of the class roster written in red text "SSA" next to the student's name. Teachers have been advised, that should they have a student with the SSA identification, they are to see the site administrator for more information. This data is live and updated accordingly.

Campus Safety

Whenever a principal believes a condition of student unrest exists on the campus which may develop into a serious disruption of the operation of the school, the principal shall:

1. Direct all campus supervisors, administrative building certificated personnel, and available teachers to take such steps (campus control, counseling with students) as they deem to be helpful in controlling the problem and in leading to its resolution.
2. Inform the Superintendent's Office.
3. Inform the appropriate law enforcement agency (Riverside Police Department; Riverside County Sheriff's Department or Corona Police Department).

Weapons and Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to: (California Education Codes §§48915, 49330; California Penal Codes §§626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion;
2. Ammunition or reloaded ammunition;
3. Knives, razor blades, and box cutters: dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing; weapons with a blade fitted primarily for stabbing; weapons with a blade longer than 2-1/2 inches; folding knives with a blade that locks into place; and razors with an unguarded blade;
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices;
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun;
6. Any other dangerous device, instrument, or weapon, including those defined in California Penal Code §12020, including a blackjack, slingshot, billy club, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon; and
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may confiscate any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (California Education Codes §§49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use their own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately;
2. Immediately notify the principal, who shall take appropriate action;
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (California Education Codes §§49331, 49332)

Students shall not possess weapons or dangerous devices of any kind in school buildings, on school grounds or buses, or at any school related or school-sponsored activity away from school unless written permission has been obtained from the school principal to possess such objects. Principals may permit the possession of weapons or dangerous instruments at school only at the request of a teacher and with assurance that such possession serves a positive educational purpose.

Any employee may use reasonable force necessary to protect themselves from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (California Education Codes §§44807, 49001, 49331-49333)

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use their own judgment as to the dangerousness of the situation and act appropriately.

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.

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with their employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against them within the limits set by law. (Government Code §995)

An employee whose person or property is injured or damaged by willful misconduct of a student may request the school district to pursue legal action against the student or the student's parent/guardian. (California Education Code §48905)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (California Education Code §44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual. Such reports shall also be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student when the property is either (1) located on district property, (2) being transported to or from a district-sponsored event, (3) present at a district-sponsored event, or (4) injured or damaged in retaliation for conduct engaged in by the employee in the exercise of their duties, may ask the district to pursue legal action against the student or the student's parent or guardian. (California Education Code §48905)

Visitor Screening Policy

Parent volunteers should be encouraged and welcomed. However, it is imperative that an appropriate and aggressive screening process be in place to ensure only qualified visitors are present on campus. The District's visitor monitoring program, Raptor, is designed to both screen visitors from unwanted lists and log their arrival and purpose. In addition to this process, additional visitor-screening policy includes:

- Visitors must check in at front desk attendant through the Raptor system with their photo ID and receive their visitor pass indicating their purpose.
- Post signs at key arrival points directing all visitors to the entry door.

- Lock all gates and entry points to the campus after school has started to direct all visitors to a single point of entry at the front office.
- Direct visitors to sign out upon leaving campus.
- Acquaint parents and community members with visitor policy.
- Familiarize all teachers and staff with the visitor policy.
- Encourage all staff to question unidentified visitors and direct them to the office before proceeding onto campus.

COVID-19 Considerations

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan, China. The new name of this disease is Coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as “2019 novel coronavirus” or “2019-nCoV”. There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a new coronavirus that has not previously been seen in humans. There is currently no vaccine to prevent COVID-19.

It is the policy of the Alvord Unified School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases such as COVID-19 are minimized by providing prevention, education, identification through examination, observation, immunization, treatment and follow-up, isolation, and reporting.

Due to the widespread pervasiveness of COVID-19 in the community, the Alvord Unified School District has implemented infection control measures, including applicable and relevant recommendations from the Centers for Disease Control and Prevention (CDC) and our state and local guidelines. The Alvord Unified School District also determined that the 2020-2021 school year would start in a virtual and distance-learning only format in which students attend school remotely. Upon the return to in-person instruction, the Alvord Unified School District will follow the current county and state COVID-19 guidelines and protocols for the safe re-opening of schools.

School Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or be removed from school in accordance with law, Board policy, and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Student Conduct

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Willful defiance of staff's authority;
5. Damage to or theft of property belonging to students, staff, or the district;
The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language;
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose;
Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time;
Permitted devices shall:
 - a) Be turned off during class time and at any other time directed by a district employee
 - b) Not disrupt the educational program or school activity
 - c) Not be used inappropriately as determined by staff
10. Plagiarism or dishonesty on school work or tests;
11. Inappropriate attire;
12. Tardiness or unexcused absence from school;
13. Failure to remain on school premises in accordance with school rules.

Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, they shall refer the matter to their supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or their belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a school official may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Discipline

Students are expected to conform to the regulations of the school and obey all directions of the teachers and others in authority. Rules and regulations consistent with the laws of the State of California, the California Education Code, and California Administrative Code, Title V, and relating to areas of discipline including corporal punishment, suspension, expulsion, exclusion, exemption, and transportation shall be spelled out in a code of discipline for approval and periodic review by the Board of Education.

1. All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (California Education Code §10609)
2. Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of their teacher and others in authority; observe good order and propriety of deportment; be diligent in study; be respectful to their teacher and others in authority; be kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language. (C.A.C., Title 5, Section 300)
3. While on the school grounds (or elsewhere when under the authority of direct supervision of school personnel or when such conduct is otherwise related to school activity or school attendance), a pupil shall refrain from any and all of the following acts:
 - a. Gambling; immorality, profanity; and the use or possession of tobacco, alcohol beverage, narcotics or other hallucinogenic or dangerous drugs or substances. (Drugs shown to have been prescribed by a licensed physician for a pupil are an exception as to that pupil.)
 - b. Willful or negligent conduct likely to result in injury to other pupils or school employees or in danger to school property.
4. A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare themselves for the schoolroom before entering. (C.A.C., Title 5, Section 302)
5. A pupil who defaces, damages, or destroys any school property or willfully or negligently injures another pupil or school employee is liable to suspension or expulsion, according to the nature of the offense. (C.A.C., Title 5, Section 305)

Principals are responsible for establishing specific regulations essential for the protection of student health and safety in the activities of the school, and for the protection of school property and equipment. Special precautions should be implemented in areas of instruction such as physical education, athletics, laboratory, and shop activities.

Each principal must review school rules with their faculty each August and file a copy of rules relating to health and safety with the Director of Student Services by October 15.

The principal must ensure the effective communication of the school rules to students and parents, and the principal must supervise their enforcement.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (California Education Code §35291)

Disciplinary strategies may include, but are not limited to:

1. Referral of the student for advice and counseling;
2. Discussion or conference with parents/guardians;
3. Convening a study team or other intervention-related team;
4. Referral for a comprehensive psychosocial or psychoeducational assessment;
5. Enrollment in a program for teaching prosocial behavior or anger management;
6. Participation in a restorative justice program;
7. A positive behavior support approach with tiered interventions;
8. Participation in a program that is sensitive to the traumas experienced by students and that focuses on students' behavioral health needs;
9. Recess restriction;
10. Detention after school hours;
11. Community service (including outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs);
12. Reassignment to an alternative educational environment
13. Removal from the class in accordance with Board policy, administrative regulation and law
14. Suspension and expulsion

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (California Education Code §49001) (BP/AR 5144)

Restructured Recess

A teacher may restructure a student's recess time when they believe that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restructure.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention after School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (California Education Code §48980)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Bullying / Cyberbullying / Hate Crime

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially. Students may file a complaint using the district's Student Complaint of Harassment or Bullying Form. This form is available at the school.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (California Education Code §48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report their observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in BP/AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform complaint procedures specified in BP/AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

In order to ensure students understand school and district rules a behavior assembly is conducted twice during the school year lead by administration. In addition, specific presentations tailored to address issues brought forward in specific grade levels are also provided. If a student is addressed by administration we ensure we follow progressive discipline and provide support to our students in order to ensure they understand expectations and are successful in school.

Sexual Harassment Policy

Definition

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when any of four conditions are met: (California Education Code §212.5; Government Code §12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting them.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting them regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors;
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects;
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements;

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of training regarding sexual harassment and that non-supervisory employees receive at least one hour of training regarding sexual harassment. All newly hired or promoted employees shall receive training within six months of their assumption of the new position. (SB 778)

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Discrimination and Other Harassment Policy

Students

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include counseling, suspension or expulsion for behavior that is severe or pervasive as defined in California Education Code §48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in BP/AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (California Education Code §234.1; 5 CCR 4621)

Alvord Unified School District
Assistant Superintendent of Human Services
9 KPC Parkway
Corona, CA 92879
(951) 509-5030

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site, district-approved social media, and other locations that are easily accessible to students. (California Education Code §234.1)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (California Education Code §234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Process for Initiating and Responding to Complaints

Any student who feels that they have been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, they shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in BP/AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (California Education Code §210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with their gender identity;
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to their gender identity, or a non-transgender student because their mannerisms, hairstyle, or style of dress do not conform to stereotypes for their gender or are perceived as indicative of the other sex;
3. Blocking a student's entry to the bathroom that corresponds to their gender identity because the student is transgender or gender-nonconforming;
4. Taunting a student because they participate in an athletic activity more typically favored by a student of the other sex;
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information;
6. Use of gender-specific slurs;
7. Physical assault of a student motivated by hostility toward them because of their gender, gender identity, or gender expression.

The district's uniform complaint procedures (BP/AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of basis for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is their private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses their transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless they are required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to their status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to their parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.
2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to their parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, their parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to their status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with their gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because they are transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with their gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with their gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, their parents/guardians, the district shall use the student's preferred name and pronouns consistent with their gender identity on all other district-related documents.

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with their gender identity, without the necessity of a court order or a change to their official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with their gender identity, subject to any dress code adopted on a school site.

Personnel

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above. The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Codes §12926, §12940)

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The following position is designated as Coordinator for Nondiscrimination in Employment:

Alvord Unified School District
Assistant Superintendent of Human Resources
9 KPC Parkway
Corona, California 92879
(951) 509-5030

Any employee or job applicant who believes that they have been or is being discriminated against or harassed in violation of district policy should, as appropriate, immediately contact their supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the district's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the principal, district administrator or Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. Failure of a district employee to report discrimination or harassment may result in disciplinary action.

Training and Notifications

The Superintendent or designee shall provide training to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination.

The Superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin, or application form that is used in employee recruitment.

The district's policy shall be posted in all district schools and offices including staff lounges.

Other Remedies

An employee may, in addition to filing a discrimination complaint with the district, file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, the employee must file their complaint within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code §12960. (Government Code §12960)
2. To file a valid complaint directly with EEOC, the employee must file their complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 2000e-5)

Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

Staff, Parents, and Students are provided access to counselors and administration to address any discrimination and other harassment concern/complaint. The site process adheres to established board policy and district guidelines.

Dress Code Policy

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board of Education expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which interferes with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

Gang-related apparel is strictly prohibited. "Apparel" includes, but is not limited to, hats, jewelry, belt buckles, bandannas, colors, paraphernalia, and professional sports jerseys or logos that indicate an affiliation with a group or gang which may provoke others to act violently or be intimidated.

Appropriate Dress—General

Brief garments, such as swimsuit tops, strapless or halter tops, beach wear, tank tops with deep armholes, bare midriffs, backless shirts, tube tops, pajamas, lounge wear, sheer clothes, ripped or tattered jeans that expose private parts of the body, low necklines, and exposed undergarments are not appropriate for school. Dresses, skirts or shorts must cover the full curve of the buttocks when walking, sitting, reaching or bending and should be no shorter than fingertip length with arms down.

Bagging or sagged pants shall not be worn at school. "Baggy pants" means the waistline of the pants, located at the hipbone of the student when pulled and pinched will gather more than one inch of material. "Sagged pants" means the waistline of the pants is located below the hipbone of the student. Properly fitted pants, incorrectly worn (below the hipbone) are "sagged pants".

Prohibited Items

Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) shall be free from writing, pictures, or any other insignia which are crude, vulgar, profane, sexually suggestive, or which bear weapons, drug, alcohol, tobacco company advertising, promotions, or likenesses.

Also prohibited are clothing or other items which advocate gender, racial, ethnic, religious prejudice, or which demean or exalt any group of people such that it infringes upon the rights of others to be free from harassment or intimidation. Also prohibited are items containing messages that promote or glorify death, mutilation, violence, or which constitute gang "silent code" messages.

Jewelry

Jewelry with gang-related or other inappropriate symbols, as described above, is prohibited. Also prohibited is jewelry designed for use as a weapon or designed to contain hazardous or contraband materials. In addition, jewelry or other accessories which display studs, spikes, chains, replica weapons, drug paraphernalia, or which may pose a threat to student safety are prohibited.

Shoes

Shoes must be worn at all times. For safety reasons, only shoes which are appropriate for school wear are allowed, as determined by school administration. Shoes should stay on when walking or running. No slippers are allowed.

Hats

Only school-approved hats, caps, or other head coverings may be worn outdoors for sun protection.

Sunglasses

Sunglasses may not be worn in the classroom.

Hair

Hair must be clean and neatly groomed. Hair lengths or styles which jeopardize the health and safety of the wearer others or which substantially disrupt or interfere with school activities are not allowed.

DRESS CODE POLICY

The purpose of Loma Vista's Dress Code Policy is to insure personal safety, to create a positive learning environment, and to discourage classroom disruptions or distractions. Learning is a serious endeavor that must be undertaken without undue distractions. Outward appearances that are radical, unusual and draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students.

Hair styles and clothing that depict recognition of specific groups or activities that represent an affiliation with anti-authoritarian, racial, ethnic or religious biases and other inappropriate behaviors will not be allowed on campus or during any Loma Vista Middle School activity. Modesty must be maintained by all at all times.

The administration and staff of Loma Vista Middle School have the responsibility to enforce the standard of dress and may make additional changes to the items below at any time during the school year.

REQUIREMENTS FOR ALL STUDENTS

- Spaghetti straps, bare midriffs, halter tops, tube tops, net tops, see through clothing, off the shoulder shirts and low cut necklines are not permitted.
- Clothing shall be sufficient to conceal undergarments at all times. Baggy fitting and low-slung pants or shorts will not be allowed. Pants/shorts must be worn at the waist.
- Baseball hats, hairnets or bandannas may not be worn at school except with written permission from the administration. No sunglasses in the classrooms.
- Hoods and beanies may never be worn inside classrooms or any building on campus.
- Gloves may not be worn at school unless the weather permits. They may never be worn in class.
- PE CLOTHING MAY NOT BE WORN IN CLASSES OTHER THAN PHYSICAL EDUCATION.
- PE shirts may not be worn around the neck and should be stored in the student's PE locker.
- Shoes must be worn at all times. A substantial sole is required and footwear with an enclosed toe and heel is highly encouraged. Roller skates/shoes and flip flops are not permitted.
- Pajamas and slippers may not be worn at school.
- Clothing, jewelry, and personal items (backpacks, notebooks, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
- Pants must be worn at the waist.

- Clothing and other personal possessions containing emblems, lettering, or pictures promoting gangs (including belt buckles with initials), tagging, drugs, alcohol, tobacco, sex, death, mutilation, violence, messages with double meanings are not permitted as well as clothing that will cause disruption.
- Wallet chains will not be allowed on campus.
- Clothing which has been altered in an inappropriate manner (torn, written on or personalized) will not be allowed.
- Students may not wear make-up, hairdos, emblems or jewelry. Applying make-up or grooming in class is not allowed. Jewelry, including some piercings, which may create a health or safety hazard, will not be allowed.
- Tattoos need to be covered.

A parent/guardian will be notified every time a student violates the dress code policy and is sent to OCI to correct the violation. In addition, any student with repeated violations will receive a progressive set of consequences.

Drug Free Expectations

Alcohol and Other Drugs

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety, and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians, and coordination with appropriate community agencies and organizations.

The Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students, and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely communicated to all stakeholders.

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code §11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code §11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level.

In grades 1-6, instruction in drug education should be given in health courses required by California Education Code §51210. (California Education Code §51260)

In grades 7-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by California Education Code §51220. (California Education Code §51260)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (California Education Code §51203)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (California Education Code §51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention, Referral, and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with their parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, in their professional capacity or in the course of their employment, knows, observes or suspects that a student may be under the influence of alcohol or drugs, they may notify the parent/guardian. (California Education Code §44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when they believe that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if they believe that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (California Education Codes §§44049, 49602)

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

Parent Involvement Strategies

The following are some of the parent involvement strategies used to support and reinforce school rules:

At Loma Vista we strive to increase Parent Involvement. In order to ensure incoming families understand school rules and expectations by attending an orientation before the start of the school year. In addition, all students and families are provided an overview of our student planners which includes our school and district rules which are provided to every student. Parents are also encouraged to participate in formal committees such as School Site Council, English Language Advisory Committee, Action Team Partnership, Parent Teacher Organization, and Wellness Committee. We also provide our families the opportunity to attend various family nights which encourage collaborative learning opportunities that are provided by various community partnerships. Parent Teacher Conferences is also a time that parents cannot only meet to discuss student academic progress but also obtain information on how to support their child's learning from home. We have also hold informal meetings and workshops open to all parents to discuss how to support their student emotionally, academically, and behaviorally.

Collaboration Strategies

The following strategies are used to develop relationships and collaborate and partner with organizations and community to prevent violence and crime:

Through our parent group formal and informal meetings we develop a list of needs to address community concerns in relation to violence and crime. We also utilize data based on student discipline to guide future meetings, trainings and resources. At Loma Vista we utilize our School Resource Officer to provide workshops on preventing violence and crime specific to our demographic needs. These workshops are provided to parents/guardians and students. In addition, our counseling team provides workshops to address specific community needs and brings in guest speakers to provide our community additional resources.

Prevention and Intervention Strategies

Developing and sustaining a strong safe-school culture free of intimidation or violence requires the efforts of all stakeholders, administration, staff, students, parents, and community members. At the site level, administration, staff, and student leaders should strive to help students develop meaningful connections to school. One way to achieve this is to train staff and students in a variety of violence prevention strategies as well as to provide a broad scope of opportunities for student engagement.

Maintain a School Culture Free of Violence

- Examine how policies and programs in the classroom, school building, and district office facilitate the peaceful interaction of individuals and groups
- Communicate and consistently enforce the school's policy on weapons possession and aggressive behavior
- Make it clear in all communications, verbal and written, that all threats that compromise the safety and security of any student, staff, or other school community member, will be taken seriously. This includes any threat expressed through electronic means or technological device
- Develop and implement a systematic, team-oriented threat inquiry process that includes a referral process for mental health or social services as well as the capacity to monitor and support both perpetrators and victims
- Implement staff training in nonviolent conflict resolution and threat inquiry processes
- Encourage all site staff to develop sincere relationships with students, visit classrooms, be visible on campus, and maintain a reasonable level of accessibility to students and parents

Suicide Prevention

Suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. The implementation of instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning sign of suicidal intent in others is an essential part of prevention, intervention, and postvention.

- Implement instructional strategies for teaching suicide prevention curriculum and promoting mental and emotional health
- Awareness of individual risk factors and warning signs
- Identify appropriate mental health services at the school site and within the community, and how to refer youth and their families to those services
- Student identification cards for students in grades 7-12 include the National Suicide Prevention Lifeline telephone number
- Implementation of procedures to address students' and staffs' grief and to minimize the risk of imitative suicide or suicide contagion

The following curriculum and program strategies are used to emphasize prevention and alternatives to violence and strategies to provide a broad scope of opportunities for student engagement:

To maintain a culture free of violence we provide our students with multiple classroom presentations lead by our counselors to address wellness, mental health, suicide prevention, social media as well as other presentations that often lead to creating small groups to address specific student concerns. We promote a positive learning environment by creating opportunities for student and staff interactions. In addition, we ensure we monitor in a respectful manner students that we know are experiencing trauma and work to become a bridge to help them succeed in school. We also have established varied clubs to be inclusive of all student interests as well as established a monthly recognition program to promote a scholarly learning environment.

To ensure our students are safe and address mental wellness our counseling team provides specific instruction on suicide prevention. We also have established a method for students to inform anonymously if they believe a peer is contemplating suicide. Our counseling team also provides a tiered system of support which includes a partnership with the home and school as well as outside resources.

Procedures for Safe Ingress and Egress

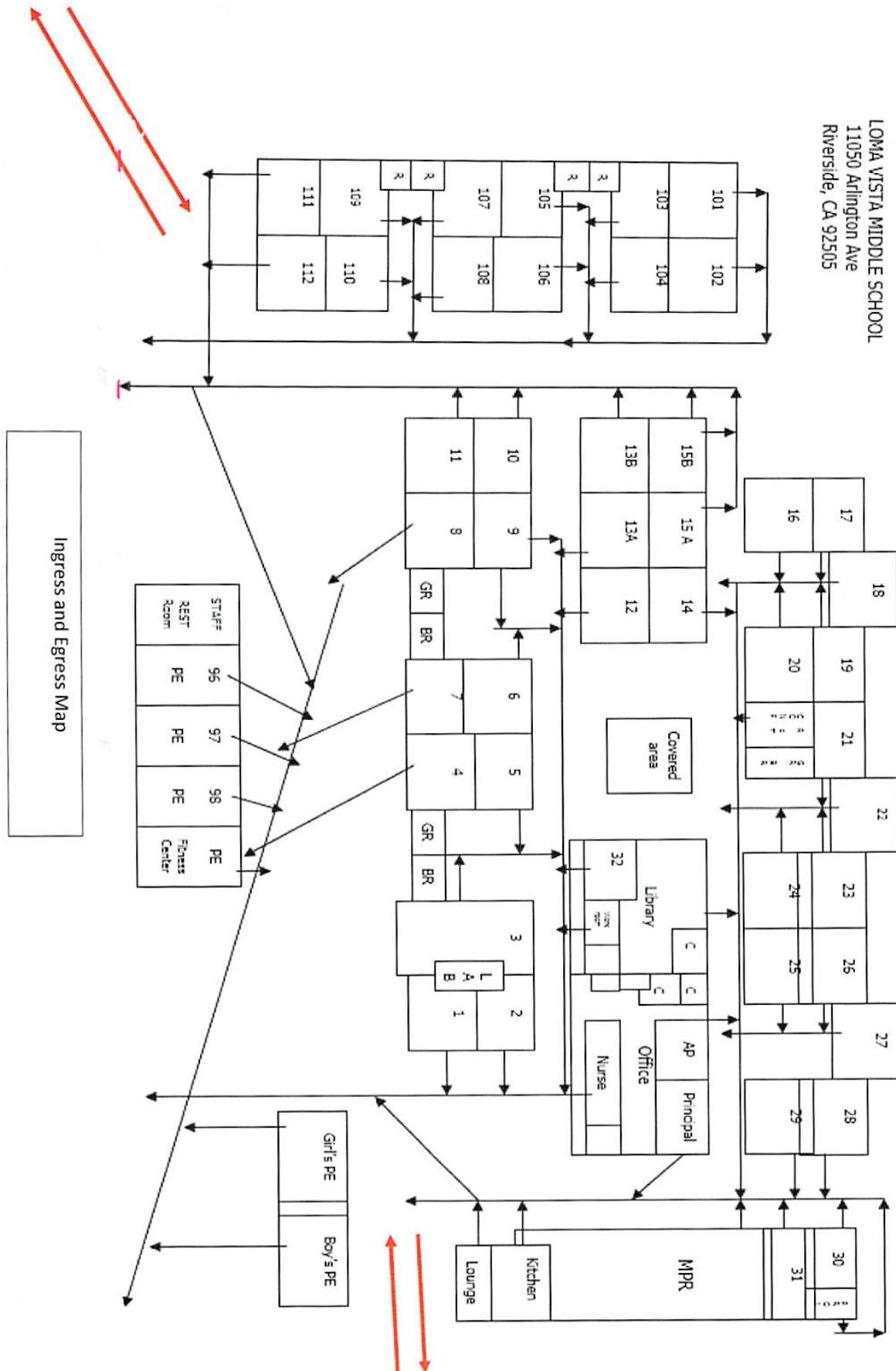
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

The Superintendent or designee shall develop procedures for identification of staff, students, and volunteers.

Schools must include plans for:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel

LOMA VISTA MIDDLE SCHOOL
11050 Arlington Ave
Riverside, CA 92505



Emergency Evacuation Routes and Procedures

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

- ☐ Off-campus evacuation site(s) have been identified on an aerial map provided to the district by Riverside Police Department's (RPD) Air Unit.
- ☐ Sets of aerial maps are kept in each of the three RPD SRO's patrol cars trunks; a set in the RPD Watch Commander's office; a set in the SRO Lieutenant's office; a set with in the Administrative Services office; and a set in the Student Services office.

Staff Training

The site has trained staff on an annual basis using the following methods:

All staff was provided training virtually on August 5th, 2020 at our annual return Staff Meeting. In addition, we will review our evacuation protocol once we return on campus in the second semester.

In an Emergency Building Evacuation, all employees will:

- ☐ Upon emergency alert, secure work area and depart/report to assigned area.
- ☐ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ☐ DO NOT re-enter the building without permission or request of emergency service authorities.
- ☐ Remain in the general assembly areas and calm students if not assigned another duty.
- ☐ When signaled to re-enter safe areas of the school, quickly do so. Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- ☐ Upon emergency alert, assemble students for evacuation using designated routes and account for all students.
- ☐ Secure room. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ☐ Upon arrival at the assembly area, account for all students.
- ☐ Secure medical treatment for injured students.
- ☐ Report any students missing or left behind because of serious injuries.
- ☐ Stay with and calm students.
- ☐ If signaled to re-enter school, assure students do so quickly and calmly.
- ☐ Account for all students.
- ☐ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ☐ Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- ☐ Notify the Superintendent of the campus evacuation.
- ☐ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ☐ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Accommodations for People with Special Needs

It is critical to make appropriate accommodations to ensure the safety of students and staff with special needs.

☐ **Identification**

- Identify and document staff and students with special needs and the types of assistance required in an emergency.
- Keep an up-to-date list of staff and students with special needs in the office and classroom emergency packet.
- On the up-to-date list, highlight those with priority needs in the event of an evacuation. (i.e. ambulatory vs. non-ambulatory, verbal vs. nonverbal)
- Create a system to keep this information up-to-date and accessible by all who might need it in event of emergency, including classroom teachers.
- Allow visitors to self-identify their special evacuation needs via sign-in log.

☐ **Evacuation routes and maps:**

- Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
- Review all paths of travel and potential obstacles to determine most practical evacuation routes.
- For individuals with mobility impairments avoid barriers such as stairs and narrow doors.
- Include special needs evacuation information indicating primary and secondary exits in all campus emergency packets.
- Identify areas of rescue where students with special needs can wait for assistance if necessary.

☐ **Training and drills:**

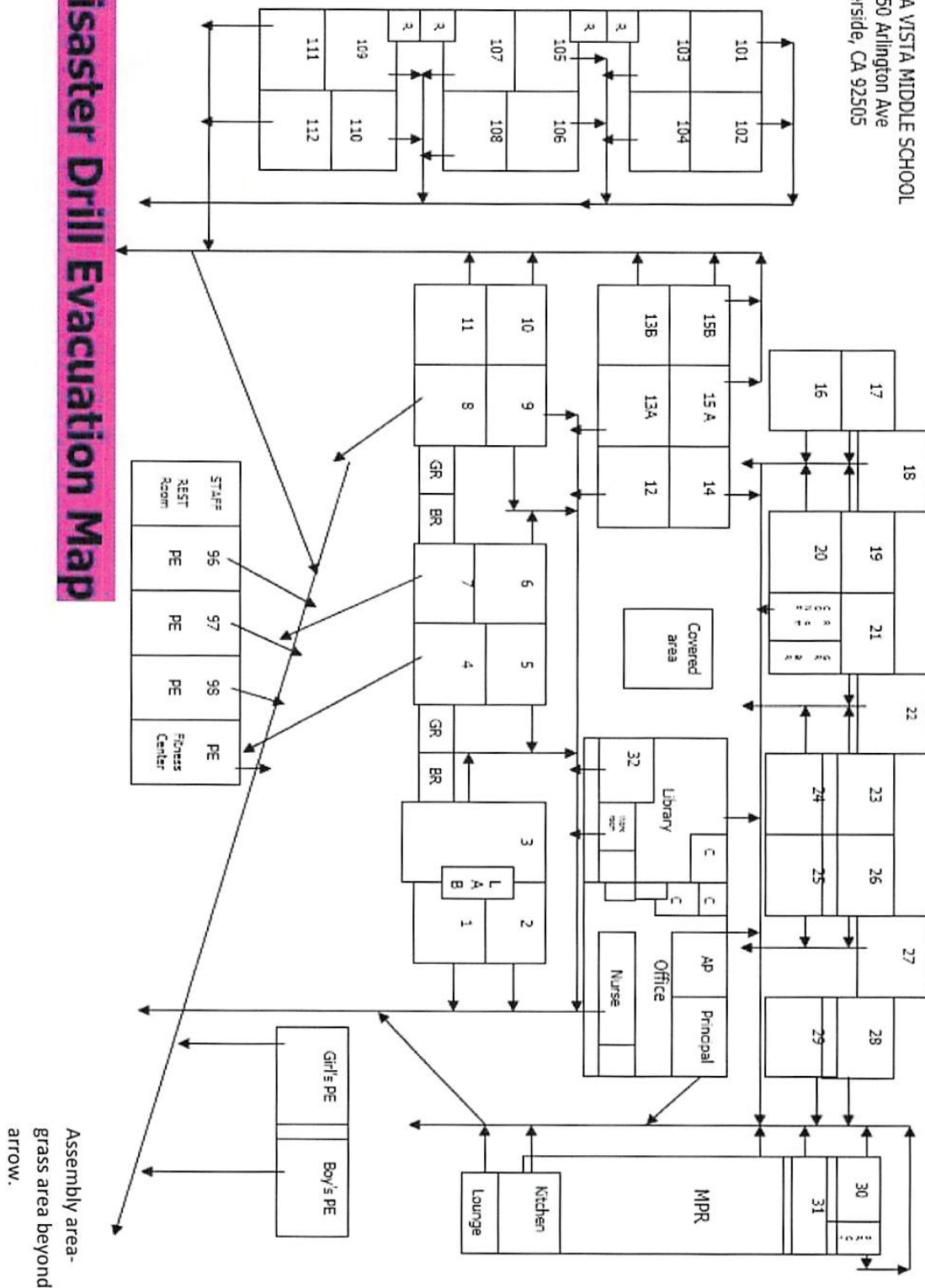
- Provide training for those designated to evacuate students with special needs.
- Include individuals with special needs when conducting evacuation drills.
- Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
- Review emergency protocol to address confrontational student/staff behavior during evacuation. If a person refuses to move and all possible strategies have been employed, rescuer must self-evacuate. Under no circumstances may an individual re-enter a building once evacuated.

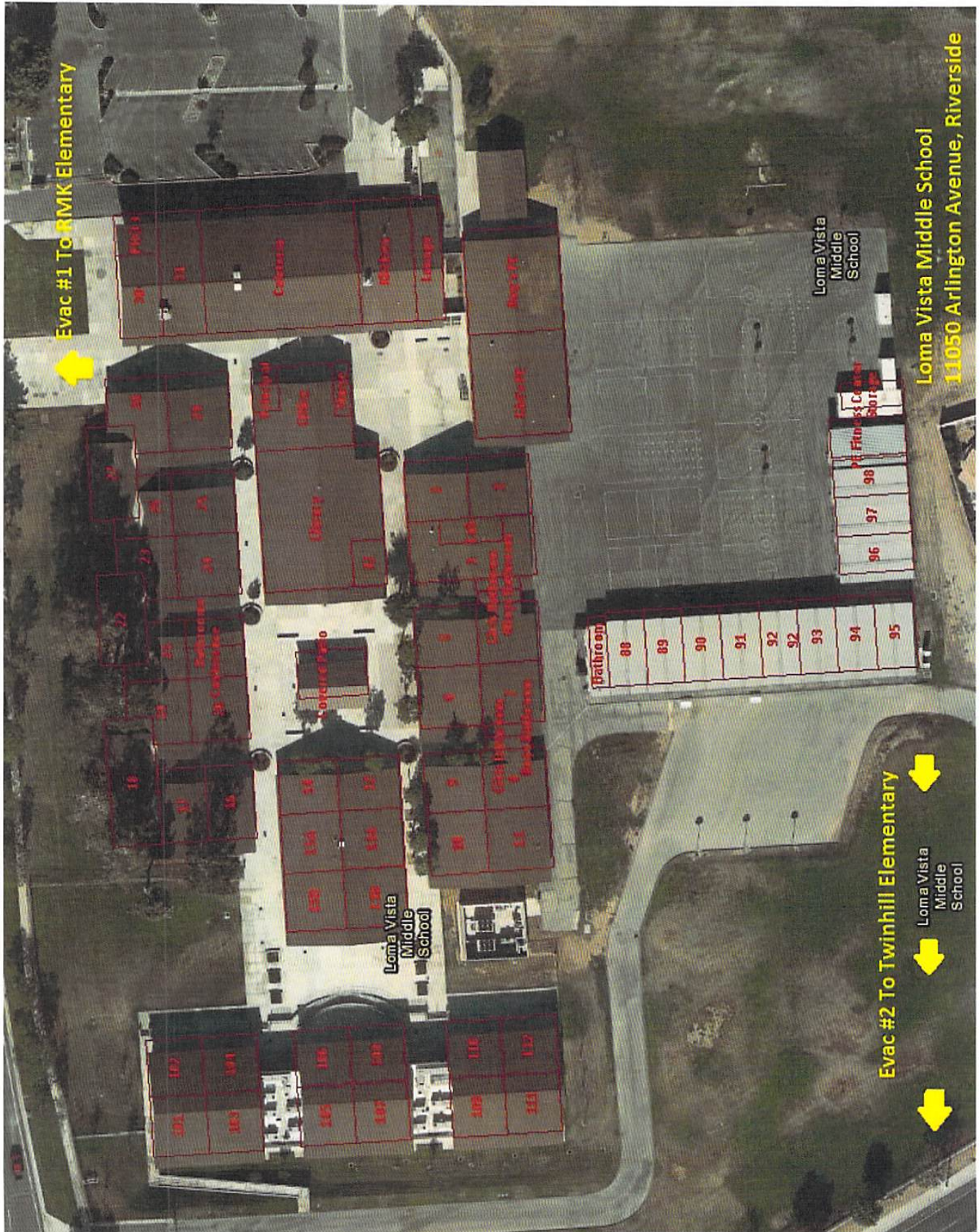
☐ **Equipment and supplies:**

- Have student carry medical information in wallet, purse, or backpack.
- If reliant on battery-operated technology, have student carry extra batteries in wallet, purse, or backpack.

LOMA VISTA MIDDLE SCHOOL
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Disaster Drill Evacuation Map





Reunification

It is the responsibility of school personnel to assure the reunification of students with their parents/guardians or authorized adult through separate request and release gates. The student release process may be supported by student runners. Refer all requests for information to the Public Information Officer (PIO).

- ☐ Check with Operations Chief for assignment to Request Gate or Release Gate
- ☐ Obtain necessary equipment and forms from Logistics
- ☐ Secure area against unauthorized access.
 - Mark gates with signs.
- ☐ Set up Request Gate at the main student access gate.
 - Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside the fence at Request Gate.
 - Have enough Student Release Forms for every student
 - Assign volunteers to assist.
- ☐ Set up Release Gate some distance from Request Gate.

Follow procedures outlined below to ensure the safe reunification of students with the parents/guardians or authorized adult:

- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ Staff files the Emergency Card in the "out box."
- ☐ Runner takes form to the designated classroom evacuation site.
- ☐ If a parent refuses to wait in line, do not argue
- ☐ Note the time with appropriate comments on the Emergency Card and place in "out box."

If student is WITH class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "Sent with Runner"
- ☐ If appropriate, teacher sends parent copy of First Aid Form with runner
- ☐ Runner walks student(s) to Release Gate
- ☐ Runner hands paperwork to release personnel
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.
 - Parents are given the Notice of First Aid Care Given, if applicable

If student is NOT with class:

- ☐ Teacher makes appropriate notation on Student Release Form:
 - "Absent" if the student was never at school that day
- ☐ "First-Aid" if student is in Medical Treatment Area
- ☐ "Missing" if student was in school, but now cannot be located
- ☐ Runner takes Student Release Form to Command Post (CP)
- ☐ CP verifies student location if known and directs runner accordingly
- ☐ Parent should be notified of missing student status by a staff member and escorted to crisis counselor
- ☐ If student is in First Aid, parent should be escorted to Medical Treatment Area
- ☐ If student was marked absent, parent will be notified by staff member

Closing Down:

- ☐ At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- ☐ Complete all paperwork and turn into the Documentation Unit

Emergency and Disaster Response Procedures

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (California Education Code §32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (California Education Code §32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. **DROP** to the ground.
 - b. **COVER** the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. **HOLD** onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take attendance, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

- 1. The Principal or Designee will:**
 - o Order an evacuation if the fire alarm doesn't work
 - o Call 911
 - o Notify the Superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
6. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the Fire Department by calling 911.
3. Notify the Superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

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

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

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a **STAGE 3 EMERGENCY**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- ☐ Contact Maintenance and Operations immediately if your site is experiencing a blackout.
- ☐ Phones that require power from an electrical outlet will not work. Communication to the district office will need to be done by radio or cell phone.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ **DO NOT USE** candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

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

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

Communication

Email Communication

- ☐ Communications with district crisis personnel is typically via email using the crisis email list for notifications whenever a call is place to request an ambulance, police officer, or fire department
- ☐ Crisis email lists are also used to notify district crisis personnel whenever a lockdown has been initiated for ANY reason
- ☐ The crisis email list only notifies district crisis personnel; it DOES NOT summon public safety officials for you
- ☐ After a call to 911 has been placed or a lockdown has been initiated, send the appropriate crisis email.
 - Do not wait until the situation has been resolved
 - The purpose of the crisis email is to alert certain staff members, alert the assigned school resource officers, and place district resources at your disposal should the need arise

Crisis Email Lists

The crisis email lists are:

- ☐ **Crisis – Ambulance:** To be used when a 911 call has been made to request an ambulance
- ☐ **Crisis – Fire:** To be used when a 911 calls has been made to the Fire Department
- ☐ **Crisis – Lockdown:** To be used when a site has initiated lockdown procedures for ANY reason
- ☐ **Crisis – Police:** To be used when a 911 call has been made for Police assistance

Security Alert

Purpose: The protocol will be followed if an event requires heightened security measures and/or greater presence of staff while still being at a lower level than a Lockout. The Security Alert protocol will allow for the teaching day to continue without disruption but allow for greater awareness of potential threats. School will dismiss at normal times and students may be checked in and out by parents and guardians. The Security Alert protocol can be initiated by the police department, the fire department, the school district or by the individual school site.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take attendance and report any missing students and their location to the office.
4. Do not allow students to leave the room until the **ALL CLEAR** signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until **ALL CLEAR** is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: **"We are in lockdown, please secure your rooms."** This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- ☐ Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest

- ☐ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Designate assigned individual to lock all doors leading into administration building.
- ☐ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- ☐ Contact school resource officer or other security personnel and provide available information.
- ☐ When able, alert Superintendent's office.
- ☐ RPD SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in Student Services and with Administrative Services. Officers, as well as, their Lieutenant and Watch Commander have an aerial map of each school. RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- ☐ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- ☐ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ☐ Meet law enforcement at Incident Command Post.
- ☐ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ☐ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ☐ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
- ☐ Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ☐ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ☐ Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ☐ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ☐ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available

channels of communication are disabled and the injury is life- threatening, slide Red Cross placard (found in the emergency packet) under the door.

- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- ☐ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- ☐ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ☐ Do **not** chase students that run. Let them go.
- ☐ Do **not** go into rooms that cannot be secured and offer no way out.
- ☐ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- ☐ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- ☐ Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- ☐ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- ☐ If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- ☐ If safe to do so, take attendance and document on appropriate form.
- ☐ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- ☐ Gather students together and organize into an orderly formation.
- ☐ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- ☐ Follow pre-arranged evacuation route to evacuation location.
- ☐ Upon arrival at the pre-arranged location, take attendance.
- ☐ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- ☐ Through drills and training, pre-determine and practice where staff can safely hide.
- ☐ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- ☐ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

If the active shooter is nearby:

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- ☐ Remain calm, and follow officers' instructions.
- ☐ Put down any items in your hands (i.e., bags, jackets).
- ☐ Immediately raise hands and spread fingers. Keep hands visible at all times.
- ☐ Avoid making quick movements toward officers such as holding on to them for safety.
- ☐ Avoid pointing, screaming and/or yelling.
- ☐ Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- ☐ Location of the active shooter
- ☐ Number of shooters, if more than one
- ☐ Physical description of shooter(s)
- ☐ Number and type of weapons held by the shooter(s)
- ☐ Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

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

When instructed or when an alerting system triggers a Shelter-in-Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- ☐ Attempt to gain as much information as possible when the threat is received.
- ☐ Do not hang up on the caller.
- ☐ Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- ☐ Call 911.
- ☐ Notify Superintendent's Office
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification. Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.

- ☐ If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- ☐ If and when possible, call Administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and personnel.
- ☐ Determine whether to initiate Shelter-in-Place Protocol.
- ☐ Secure the area (block points of entry).
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent and Administrative Services **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call Maintenance and Operations and/or Administrative Services. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- ☐ Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- ☐ Close windows and blinds. Move everyone away from windows.
- ☐ Take attendance. List any missing students or staff members and their possible locations.
- ☐ Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- ☐ Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound

decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as Very High or Dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "High" (80°-98°), the following precautions should be observed:

- ☐ Students and staff shall be encouraged to wear light clothing
- ☐ Students and staff physical activity, both indoors and outdoors shall be limited
- ☐ Students and staff shall be encouraged to remain in areas protected from the sun
- ☐ Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the school are notified of a smoke alert, either by AQMD or the City of Riverside or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- ☐ **Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- ☐ **Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- ☐ **1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- ☐ **Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- ☐ **DROP** down on the floor.
- ☐ Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ **HOLD** onto the furniture and be prepared to move with it.
- ☐ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

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

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

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

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

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

Initial contact

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

Assess respiration (normal, rapid, absent)

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

Assess perfusion (pulse, bleeding)

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

Assess Mental Status (commands, movement)

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

Automated External Defibrillator (AED)

The three comprehensive high school sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

N/A

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The Principal/Designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the Principal/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Principal/Designee.

The Superintendent/Designee will act as the official spokesperson for the District in an emergency situation. As such, all inquiries must be directed to the Superintendent/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its Site Disaster/Emergency Preparedness Map a pre-established Media Reporting Check-In location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

Order of Succession

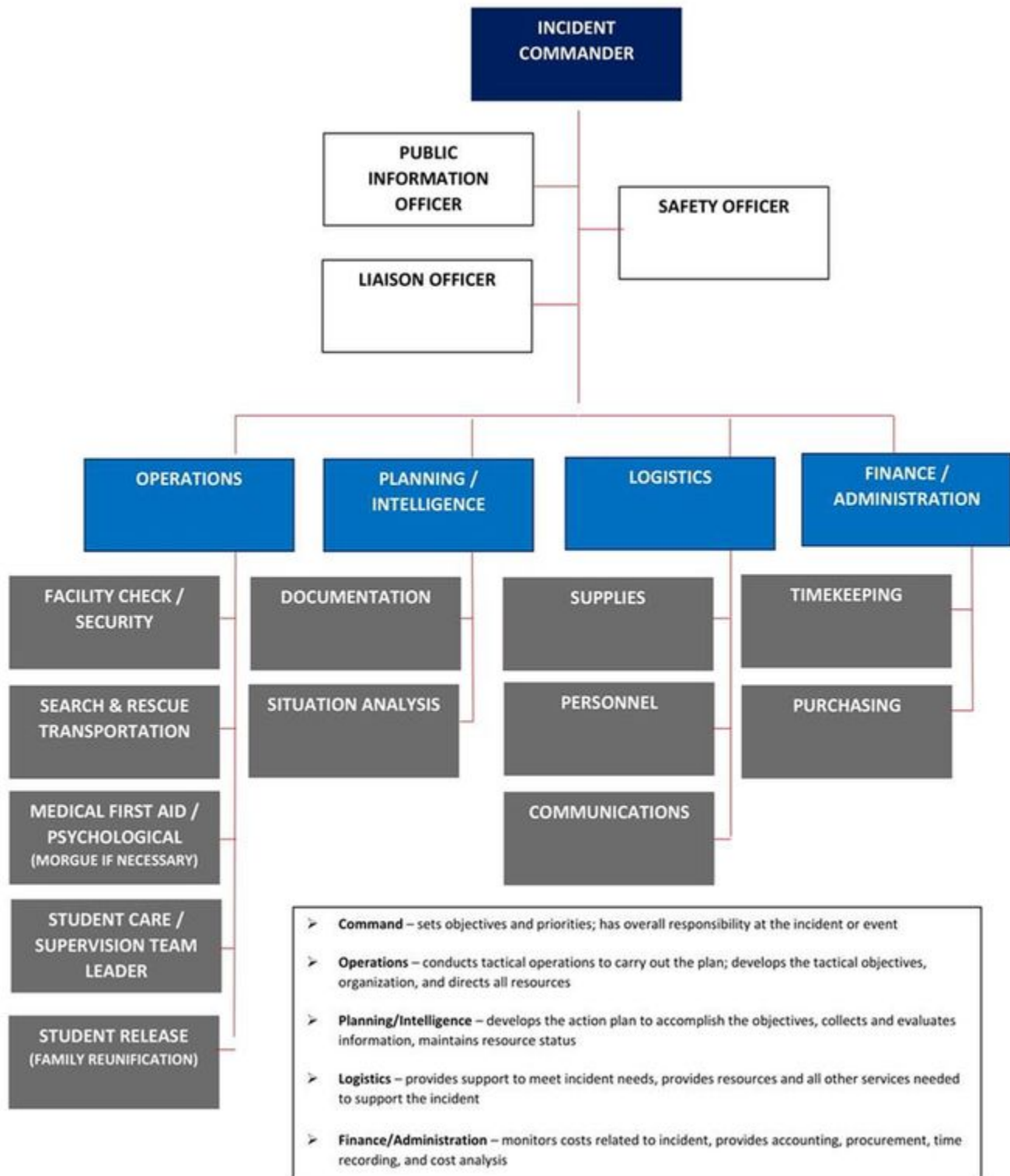
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Jackie Casillas, Ph. D.
2. Administrative Designee – Thomas Hutchinson Assistant Principal
3. Administrative Designee/Other – Tammy McGregor School Secretary
4. Administrative Designee/Other – Elizabeth Juge OCI Teacher

Should any of these people move to the Incident Command position, other staff will have to be assigned to fill the role previously designated to them.

Incident Command Center

SEMS / NIMS Structure



Emergency Operations Center – Team Assignments

Principal – Jackie Casillas, Ph. D.

Incident Commander – Jackie Casillas, Ph. D.

Safety Officer – Tammy McGregor

Liaison Officer – Ina Alexander

Public Information Officer – Elizabeth Juge

OPERATIONS

Operations Chief – Thomas Hutchinson, Assistant Principal

Facility Check / Security Lead – Argeo Quinones/Jamie Guerrero

Search and Rescue Team / Transportation Lead – Mike Sanchez/Bethany Rivera/Rubie Hamilton

(Team members assigned as needed for search and rescue and transportation to First Aid)

Medical First Aid / Psychologist Team Lead – Peter Jaramillo/Jim Christianson

(Other site personnel will be added to this team depending on need)

Student Care / Supervision Lead – Candice Fish/Stephany Mello

(Teachers and paraeducators start on this team until staff and student accountability is complete or unless otherwise assigned)

Student Release Team Lead – Rosa De La Cruz

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Sandra Antonio

Documentation – Tracy Lech/Irma Fierro

(Additional staff as needed for documentation and/or runners)

Situation Analysis – Jody Nava

LOGISTICS

Logistics Chief – Gabriela Plascencia

Supplies Lead – Claudia Salazar

Personnel – Gabriela Plascencia

Communications – Mark Rasmussen

(Others may be assigned to these areas depending on the need)

FINANCE / ADMINISTRATION

This area is set up last and often at the end of an event for financial reimbursement and accountability purposes

Finance / Administration Chief – Tammy McGregor

Timekeeping – Claudia Salazar

Purchasing – Andrea Coons

Buddy Roster

Each staff member will locate and attempt to determine whether their buddy has been injured in the emergency or may be off site. If a buddy cannot be located, that information should be given to the Logistics Chief who will inform the Search and Rescue Lead to alert the Search and Rescue Teams to look for the missing person in the course of their search.

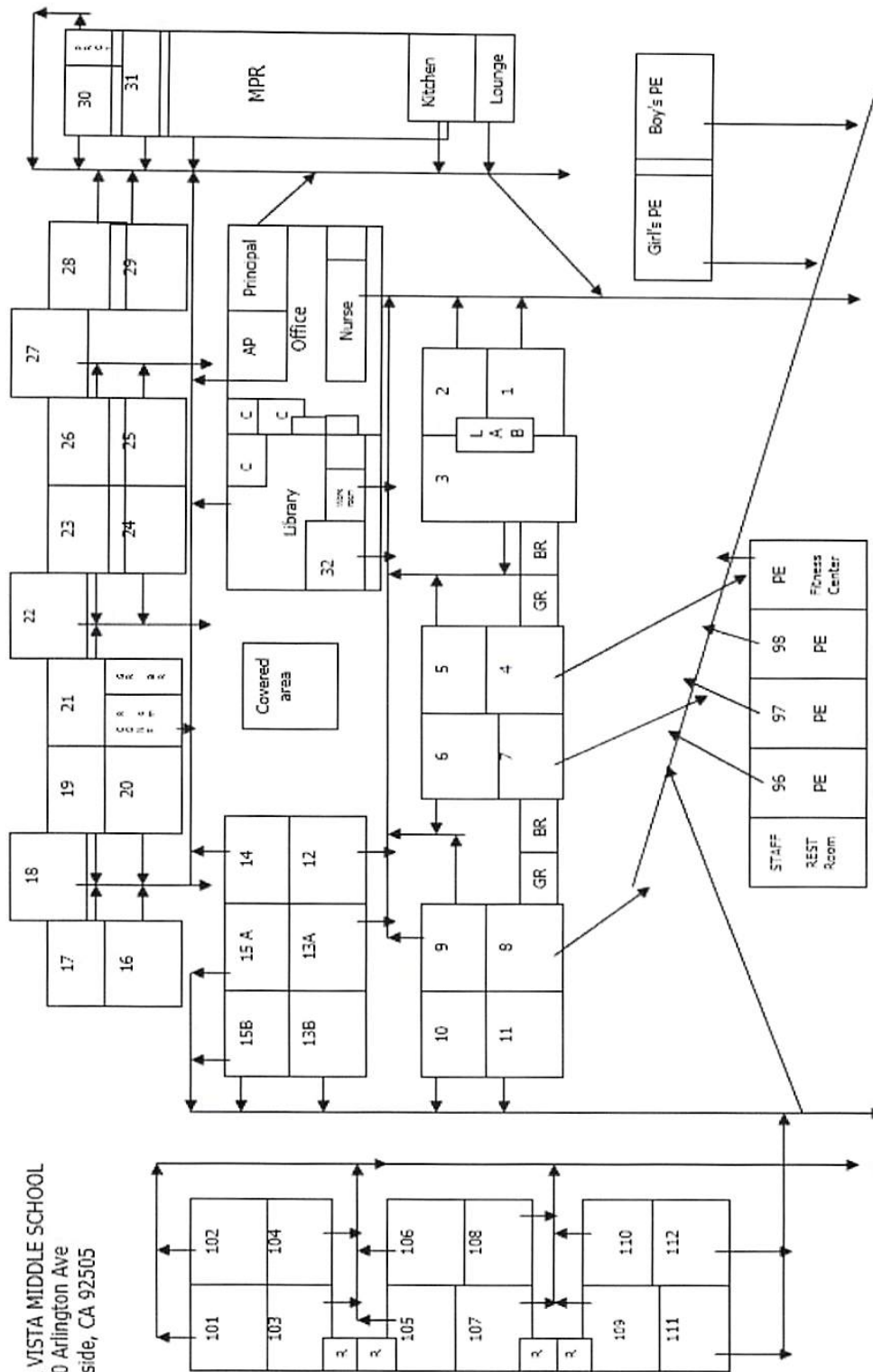
Staff From Room:	Staff From Room:
Mark Rasmussen-1	Peter Jaramillo-2
Heather Schultz-3	Emma Kane-32
Arsho Gahribian-4	Regina Linton-5
Lucia Torres-6	Tanisha Johnshon-7
Bethany Rivera-8	Marcia Guerrero-9
Samuel Aguilar-10	Jeffrey Dice-11
Mary Klaas-12	Rubie Hamilron-13A and Philip Kirk-13B
Elaine Enriquez/Felica Lamadrid-14	Open-15A and Collette Almada-15B
Saundra Antonio-16	Jon Holst-17
Felicia Setai-18	Andrea Coons-19 and Staff Lounge-20
Candice Fish-21	Rayanne Scofield-22
Abigail Schneider-23	Stepheny Mello-24
Marcela Vasquez-25	Cynthia Mejia26 and Jody Nava-27
Elizabeth Juge-28	Open-29
Jim Christianson-30 Psychologist	John Florentin-31 and Shellee King & Kitchen Staff
Anahita Salahshour-101	Meghan Martinez-102
Casey Sean-103	Erica Campos-104
Kimberly Tanner-105	Karen Hipp-106
Karie Jundanian-107	Sergio Orozco-108
Martin Bernard-109	Chad Sorrell-110
Debra Hunter-111	Marissa Villarreal-112
Boys' Locker Room 98/99	Girls' Locker Room 96/97
Tammy McGregor & Staff Main Office	Tracy Lech & Irma Fierro-Library

All employees must first verify their “buddy” is on site and able to evacuate. Report any “buddy” who is unaccounted for to the Logistics Chief. Any itinerant employee who is at another site during a disaster or emergency must report to the Incident Commander at that site for an assignment.

Even though employees have a team assignment for purposes of this plan, each employee must be prepared to fill another role if called on to do so during an actual emergency.

Staging Areas

LOMA VISTA MIDDLE SCHOOL
11050 Arlington Ave
Riverside, CA 92505



Disaster Drill Evacuation Map

Assembly area-
grass area beyond
arrow.

Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus

- **Assess type and scope of emergency**
- **Determine threat to human life and structures**
- **Implement emergency/disaster plan and hazard specific procedures**
- **Develop and communicate an incident action plan with objectives and a time frame to meet those objectives**
- **Activate functions (assign positions) as needed**
 - Fill in Incident Command Structure (ICS) organizational chart
 - Appoint back-up or an alternate IC
- **Continue to monitor and assess total school situation:**
 - View site map periodically for Search & Rescue progress and damage assessment information
 - Check with Section Chiefs for periodic updates
 - Reassign personnel as needed
- **Report (through Communications) to District Office on status of students, staff, campus as needed (Site Status Report)**
- **Develop and communicate revised incident action plans as needed**
- **Begin student release when appropriate**
 - No student should be released until student accounting is complete
 - Never send students home before the end of the regular school day unless directed by the Superintendent except individuals on request of parent/guardian
- **Authorize release of information**
- **Utilize your back-up IC: plan and take regular breaks 5-10 minutes/hour away from the CP**
- **Plan regular breaks for all staff and volunteers**
- **Release teachers as appropriate per District guidelines**
 - By law, during a disaster, teachers become “Disaster Service Workers”
- **Remain on and in charge of your campus until redirected or released by the Superintendent of designee**

Closing Down:

- **Authorize deactivation of sections, branches, or units when they are no longer required**
- **At the direction of the Superintendent or designee, deactivate the entire emergency response**
 - If Fire Department or other outside agency call an “ALL CLEAR,” contact the District before taking any further action
- **Ensure that any open actions not yet completed will be taken care of after deactivation**
- **Ensure the return of all equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit
- **Proclaim termination of the emergency and proceed with recovery operations as necessary**

Command Post Equipment / Supplies:

- Campus map

- ALL job descriptions on a clipboard
- Master keys
- Staff and student rosters
- School district radio (Emergency radio)
- Disaster response forms
- Campus 2-way radios
- Emergency / disaster plan
- AM / FM radio (battery)
- Bullhorn
- Tables and chairs (if CP is outdoors)

Appendix – Safety Officer

Section: Command

SAFETY OFFICER

The Safety Officer ensure that all activities are conducted in as safe a manner as possible under the circumstances which exist.

- **Check in with Incident Commander for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log**
 - o Maintain all required records and documentation to support the history of the emergency or disaster
 - o Document:
- **Messages received**
- **Action taken**
- **Decision justification and documentation; Requests filled**
- **Monitor drills, exercises, and emergency response activities for safety**
- **Identify and mitigate safety hazards and situations**
- **Stop or modify all unsafe operations**
- **Ensure that responders use appropriate safety equipment**
- **Think ahead and anticipate situations and problems before they occur**
- **Anticipate situation changes, such as severe aftershocks, in all planning**
- **Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions**

Closing Down:

- **When authorized by the IC, deactivate the unit and close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit
- **Return equipment and reusable supplies to Logistics**

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

The public has the right and need to know important information related to emergencies/disasters at the school site as soon as it is available.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, they will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

New conferences and press releases must be approved by the District PIO before release.

- **Determine a possible “news center” site as a media reception area**
 - o Locate away from the Command Post and students
 - o Get approval from the Incident Commander (IC)
- **Identify yourself as the “PIO”**
- **Consult with District PIO to coordinate information release**
- **Assess situation and obtain statement from IC; tape record if possible**
- **Advise arriving media that the site is preparing a press release and approximate time of its issue**
- **Open and maintain a position log of your actions and all communications**
 - o If possible, take media briefings
 - o Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
 - o Incident or disaster cause and time of origin
 - o Size and scope of the incident
 - o Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
 - o Resources in use
 - o Best routes to school if known and appropriate
 - o Any information school wishes to be released to the public
- **Read statements if possible**
- **When answering questions, be complete and truthful, always considering confidentiality and emotional impact.**
 - o Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
 - o Avoid use of the phrase “no comment.”
- **Remind school site / staff volunteers to refer all questions from media or waiting parents to the PIO**
- **Update information periodically with IC**
- **Ensure announcements and other information are translated in other languages as needed**
- **Monitor news broadcasts about incident**
 - o Correct any misinformation heard

Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
 - o Direct staff members to sign out through Finance / Administration

- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- ☐ Position identifier (safety vest)
- ☐ Job description clipboard
- ☐ Battery operated AM / FM radio
- ☐ Paper, pencils, marking pens
- ☐ School site map(s) and area maps
- ☐ 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Command

LIAISON OFFICER

The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

- **Check in with Incident Commander (IC) for situation briefing**
- **Determine your personal operating location and set up as necessary**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log.**
 - Maintain all required records and documentation to support the history of the emergency or disaster
- **Brief Agency Representatives on current situation, priorities and incident action plan**
- **Ensure coordination of efforts by keeping IC informed of agencies' actions plans**
- **Provide periodic update briefings to Agency Representatives as necessary**

Closing Down:

- **At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- 2- way radio *
- Job description clipboard
- Clipboard, paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security; Search and Rescue; Medical; Student Care/Student Release.

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Assume the duties of all operations positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**
- **If additional supplies or staff is needed for the Operations Sections, notify Logistics.**
 - When additional staff arrive, brief them on the situation and assign them as needed
- **Coordinate Search and Rescue operations**
 - Appoint Search and Rescue Team Leader to direct their operations if necessary
- **As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander**
- **Inform the Incident Commander regarding tasks and priorities**
- **Make sure that the operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities**
- **Schedule breaks and reassign operations staff within the section as needed**

Closing Down:

- **At the Incident Commander's direction, release operations staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- Search and Rescue equipment including 2-way radio *
- School site map

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

- **Wear hard hat and orange identification vest if available**
- **Take appropriate tools, job description clipboard, and radio**
- **As you do the following, observe the campus and report any damage by radio to the Command Post ***
- **Lock gates and major external doors if needed**
- **Locate / control / extinguish small fires as necessary**
- **Check gas meter and, if gas is leaking, shut down gas supply**
- **Shut down electricity only if building has clear structural damage or advised to do so by the Command Post**
- **Post yellow caution tape around damaged or hazardous areas**
- **Verify that campus is “locked down” and report same to Command Post**
- **Advise Command Post of all actions taken for information and proper logging**
- **Be sure that the entire campus has been checked for safety hazards and damage**
- **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety**
- **Route fire, rescue, police, etc. as appropriate**
- **Direct all requests for information to the Public Information Officer (PIO)**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest), hard hat, work gloves and whistle**
- **Job description clipboard**
- **2- way radio**
- **Master keys / Goggles, flashlight, dust masks, yellow caution tape, and shut-off tools**

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment**
- **Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response**
- **Assign teams based on available manpower, minimum 2 persons per team**

Perform visual check of outfitted team leaving Command Post; include radio check. Teams should be wearing sturdy shoes and safety equipment.

- **Record names and assignments before deploying teams**
- **Dispatch teams to known hazards or situations**
 - o Send specific map assignment with each team
- **Remain at the Command Post in radio contact with Search and Rescue Team**
- **Record all teams' progress and reports on site map, keeping others at Command Post informed of problems**
 - o When a room is reported clear, mark a "C" on the map
- **If injured students are located, consult Operations Chief for response**
 - o Utilize Transport Teams or send a First Aid Team
- **Record exact location of damage and triage tally on map**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple ***
 - o Do not use codes
- **10-codes or police codes**

Closing Down:

- **Record the return of each Search and Rescue team**
 - o Direct them to return equipment and report for additional assignment to Logistics
- **Provide logs and other relevant documents to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- Job description clipboard
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment. See list below.**
- **You should be wearing sturdy shoes and long sleeves**
- **Check in at Command Post for assignment**

Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.

Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. Be aware of the possibility of aftershocks.

- **Use chalk to make a “slash” mark on the door when entering the room**
- **Check under desks and tables.**
 - o Search visually and vocally
 - o Listen
- **When leaving each room, make another “slash” on the door to form an “X”**
- **When an injured victim is located, team transmits location and condition of injured to Command Post.**
 - o Do NOT use names of students or staff
 - o Follow directions from Command Post
- **Record exact location of damage and triage tally and report to Command Post**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple – Do NOT use codes ***

Closing Down:

- **Record equipment to Logistics**
- **Provide maps and logs to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape, chalk
 - o Use chalk or masking tape to make a “slash”

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

MEDICAL TEAM LEADER

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- **Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs**
- **Make personnel assignments**
 - If possible, assign a minimum of:
 - **2 people to Triage**
 - **2 to Immediate Medical Attention**
 - **2 to Delayed Attention**
 - **2 to Psychological**
 - **Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles**
 - Obtain equipment and supplies
- **Assess available inventory of supplies and equipment**
- **Review safety procedures and assignments with personnel**
- **Establish point of entry (“Triage”) into treatment area**
- **Establish “Immediate” and “Delayed” treatment areas**
- **Set up a separate Psychological first aid area if staff levels are sufficient**

Operational Duties:

- **Oversee care, treatment, and assessment of patients**
- **Ensure caregiver and rescuer safety**
- **Make sure that accurate records are kept**
- **Provide personnel response for injuries in remote locations or request Transport Team from Logistics**
- **If needed, request additional personnel from Logistics**
 - Brief newly assigned personnel
- **Report deaths immediately to the Operations Chief**
- **Keep Operations Chief informed of overall status**
- **Set up morgue, if necessary, in cool, isolated, secure area**
- **Stay alert for communicable diseases and isolate appropriately**

Closing Down:

- **At the Incident Commander’s direction, release Medical staff no longer needed**
- **Direct staff members to sign out through Finance / Administration**
- **Record equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, deactivate the section and close out all logs.**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Job description clipboard**
- **Emergency first aid supplies kit**
- **Clipboards, pens, pencils, marking pens**
- **2-way radio ***

- Blankets
- Tables and chairs
- Ground cover / tarps
- Staff and student medication from the Health Office
- Wristbands
- Identification tags

Forms

- First aid care log
- Personnel assignment form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

Use approved safety equipment and techniques. Obtain and wear personal safety equipment including latex gloves. Check with Medical Team Leader for assignment.

Operational Duties:

- **Administer appropriate first aid**
- **Keep accurate records of care given**
- **Continue to assess victim at regular intervals**
- **Report deaths immediately to Medical Team Leader**
- **If and when transport is available, do final assessment and document on triage tag (if available).**
 - Keep and file records for reference – Do NOT send with victim

Triage Entry Area:

- **Staff with a minimum of 2 trained team members, if possible**
- **One member confirms triage category, attaches triage tag, and directs to proper treatment area**
 - I = Immediate assistance needed
 - D = Delayed assistance
 - X = Dead
 - No treatment takes place at this station
 - Assess victim's condition if not tagged or identified
- **Second team member log victims' names on form and sends forms to Command Post as completed**

Treatment Areas – “Immediate” and “Delayed”

- **Staff with minimum of 2 team members per area, if possible**
- **One member completes secondary head-to-toe assessment**
- **Second member records information on triage tag and on-site treatment records**
 - Follows categories: Immediate, Delayed, Deceased
- **When using 2-way radio, do NOT use names of injured or dead**

Closing Down:

- **Return equipment and unused supplies to Logistics**
- **Clean up first aid area – dispose of hazardous waste safely**
- **Complete all paperwork and turn into the Documentation Unit**

Forms

- **Triage tags**
- **First Aid log**

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

- **Check with Operations Chief for direction**
- **If directed, set up morgue area.**
 - Verify: Tile, concrete, or other cool floor surface accessible to Coroner's vehicle away from assembly area
 - Keep unauthorized persons out of morgue

Operational Duties:

- **After pronouncement or determination of death: Confirm that the person is actually dead**
- **Do NOT move the body until directed by Command Post**
 - Do Not remove any personal effects from the body; Personal effects must remain with the body at all times
- **As soon as possible, notify Operations Chief, who will notify the Command Post**
 - Command Post will attempt to notify law enforcement authorities of the location and, if know, the identity of the body
 - Law enforcement will notify the Coroner
- **Keep accurate records and make available to law enforcement and/or the Coroner when requested**
- **Write the following information on two tags:**
 - Date and time found
 - Exact location where found
 - Name of decedent if known
 - If identified: how, when, by whom
 - Name of person filling out tag
 - Attach one tag to body
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping**
 - Securely attach the second tag to the outside of the bag
 - Move the body to the morgue
- **Place any additional personal belongings found in a separate container and label as above**
 - Do NOT attach to the body, store separately near the body

Closing Down:

- After all bodies have been picked up, close down the morgue
- Return all equipment and unused supplies to Logistics
- Clean up area – Dispose of hazardous waste safely
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Tags, pens / pencils
- Trash bags
- Duct tape
- Plastic tarps
- 2-way radio *
- Wristbands
- Identification tags

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Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area

Operational Duties:

- **Check in with Operations Chief for situation briefing**
- **Assign personnel to assignments as needed**
- **If school is evacuating:**
 - Verify that the assembly area and routes to it are safe
 - Count the classrooms as they exit to make sure that all classes evacuate
- **Initiate the set-up of portable toilet facilities and hand washing stations**
- **Monitor the safety and well-being of the students and staff in the Assembly Area**
- **Administer minor first aid as needed**
- **Support the Student Release process**
- **When necessary, provide water and food to students and staff**
- **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease**
- **Make arrangements to provide shelter for students and staff**
- **Arrange activities and keep students reassured**
- **Update records of the number of students and staff in the assembly area (or in the buildings)**
- **Direct all requests for information to the PIO**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, closet out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest)**
- **2-way radio ***
- **First aid kit**
- **Water**
- **Food**
- **Sanitation supplies**

Student Activities:

- **Books, games, coloring books, etc.**

*** Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.**

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

Certificated staff, school secretary, other available staff and disaster volunteers. Use buddy system. Student Release process may be supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates

Start-Up Actions:

- **Check with Operations Chief for assignment to Request Gate or Release Gate**
- **Obtain necessary equipment and forms from Logistics**
- **Secure area against unauthorized access**
 - Mark gates with signs
- **Set up Request Gate at the main student access gate**
 - Use alphabetical grouping signs to organize parent requests
- **Have Student Release Forms available for parents outside of fence at Request Gate**
 - Assign volunteers to assist
- **Set up Release Gate some distance from Request Gate**

Operational Duties:

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians

Refer all requests for information to the Public Information Officer (PIO). Do not spread rumors!

- If volunteers arrive to help, send them to Logistics

Procedures:

- **Requesting adult fills out Student Release Form; gives it to staff member and show identification**
- **Staff verifies identification**
 - Pull Emergency Card from file and verifies that the requester is listed on the card
- **Staff instructs the requester to proceed to the Release Gate**
- **Staff files the Emergency Card in the out box**
- **Runner takes form to the designated classroom evacuation site**

Note: If a parent refuses to wait in line, do NOT argue. Note time with appropriate comments on Emergency Card and place in box.

If student is with class:

- **Runner shows Student Release Form to the teacher**
- **Teacher marks box, "Sent with Runner"**
 - If appropriate, teacher sends parent copy of first aid form with runner
- **Runner walks student(s) to Release Gate**
- **Runner hands paperwork to release personnel**
- **Release staff matches student to requester**
 - Verify proof of identification
 - Ask requester to fill out and sign the lower portion of Student Release Form
 - Release student

- o Parents are given the notice of first aid care given, if applicable

If student is NOT with class:

- **Teacher makes appropriate notation on Student Release Form:**
 - o “Absent” if student was never in school that day
 - o “First aid” if student is in Medical Treatment Area
 - o “Missing” if student was in school, but now cannot be located
- **Runner takes Student Release Form to Command Post**
- **Command Post verifies student location if known and directs runner accordingly**
- **Parent should be notified of missing student status by a staff member and escorted to crisis counselor**
- **If student is in first aid, parent should be escorted to Medical Treatment Area**
- **If student was marked absent, parent will be notified by a staff member**

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Pens, stapler
- Boxes of Emergency Cards
- Parent Request Gate and Release Gate signs
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Signs for “Request Gate” and “Release Gate”

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource teams.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Assume the duties of all Planning/Intelligence positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the positions checklist**
- **Assist Incident Commander in writing Action Plans**

Closing Down

- **At the IC's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Planning/Intelligence positions have been accomplished**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Dry-erase pens
- Site map(s)
- Paper, pens

Forms:

- Emergency Time / Situation Report
- Staff and Student Accounting Form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Maintain time log of the incident noting all actions and reports**
- **Record content of all radio communications with District Emergency Operations Center (EOC)**
- **Log in all written reports**
- **File all reports for reference (file box)**
- **IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents**

Student and Staff Accounting:

- **Receive, record, and analyze Student Accounting forms**
- **Check off staff roster**
 - o Compute number of students, staff and others on campus for Situation Analysis; update periodically
- **Report missing persons and site damage to Command Post**
- **Report first aid needs to Medical Team Leader**

Closing Down

- **Collect and file all paperwork and documentation from deactivating sections**
- **Securely package and store these documents for future use**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Paper, pens
- Paper

Forms:

- Situation Report
- Operational Log

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

Situation Status (Map):

- **Collect, organize and analyze situation information**
- **Mark site map appropriately as related reports are received**
 - o This includes, but is not limited to, Search and Rescue reports and damage updates, giving a concise picture/status of campus
- **Preserve map – it is a legal document**
- **Use area-wide map to record information on major incidents, road closures, utility outages, etc.**
 - o This information may be useful to staff for planning routes home, etc.

Situation Analysis:

- **Provide current situation assessments based on analysis of information received**
- **Develop situation reports for the Command Post (CP) to support the action planning process**
- **Think ahead and anticipate situations and problems before they occur**
- **Refer all information request to the Public Information Officer (PIO)**

Closing Down

- **Close out all logs and turn all documents into Documentation**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- Site map of campus
- Map of county and local area
- File box(es)
- Paper, pens, dry erase markers

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Logistics

LOGISTICS

Responsibilities:

This section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Open supplies container or other storage facility**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Ensure that the Command Post and other facilities are set up as needed**

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist**
- **Coordinate supplies, equipment, and personnel needs with the Incident Commander**
- **Maintain security of supplies and equipment**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Logistics positions have been accomplished**
- **Secure all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Inventory of emergency supplies on campus

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Open supplies container or other storage facility if necessary**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Set up the Command Post**

Operational Duties:

- **Maintain security of supplies and equipment**
- **Distribute supplies and equipment as needed**
- **Assist team members in locating appropriate supplies and equipment**
- **Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed**

Closing Down:

- **At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Deploy personnel as requested by the Incident Commander (IC)**
- **Sign in volunteers, making sure those volunteers are wearing I.D. badges**

Closing Down:

- **Ask volunteers to sign out**
- **At the Logistic Chief's direction, close out all logs and turn them in to the Documentation Unit**
- **Return all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Emergency supply inventory
- Assignment Log

Section: Logistics

COMMUNICATIONS

Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus 2-way radio, supported by student or disaster volunteer runners, and Disaster volunteer.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Communicate with district EOC per district procedures**
 - o At the direction of the Incident Commander (IC), report status of students, staff and campus, using Site Status Report Form
- **Receive and write down all communications from the district EOC**
- **Use runners as needed to deliver messages**
- **Maintain Communications Log:**
 - o Date
 - o Time
 - o Originator
 - o Recipient
- **Follow communications protocol**
 - o Do NOT contact the city directly if the district EOC is available
- **Direct the media or the public to the Public Information Officer (PIO)**
- **Monitor AM radio for local emergency news: KFI 640 AM**

Closing Down:

- **Close out all logs, message forms, etc. and turn them over to the Documentation Unit**
- **Return all equipment and unused supplies to Logistics**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- District 2-way radio *
- Tables and chairs
- File boxes, tote tray for outgoing messages
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Job descriptions clipboard and checklist
- Site Status Report
- Message forms

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing**

Operational Duties:

- **Assume the duties of all Finance/Administration positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Finance/Administration positions have been accomplished**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff**
- **Ensure that accurate records are kept of all staff members, indicating hours worked**
- **If district personnel not normally assigned to the site are working, be sure that records of their hours are kept**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- **Job description clipboard**
- **Site 2-way radio ***
- **Paper, pens**

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Staff Duty Log**

Section: Finance / Administration

PURCHASING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records at information which relates to purchasing**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking purchases**
- **Support Logistics in making any purchases which have been approved by the Incident Commander**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

DRESS CODE POLICY

The purpose of Loma Vista's Dress Code Policy is to insure personal safety, to create a positive learning environment, and to discourage classroom disruptions or distractions. Learning is a serious endeavor that must be undertaken without undue distractions. Outward appearances that are radical, unusual and draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students. Hair styles and clothing that depict recognition of specific groups or activities that represent an affiliation with anti-authoritarian, racial, ethnic or religious biases and other inappropriate behaviors will not be allowed on campus or during any Loma Vista Middle School activity. Modesty must be maintained by all at all times.

The administration and staff of Loma Vista Middle School have the responsibility to enforce the standard of dress and may make additional changes to the items below at any time during the school year.

REQUIREMENTS FOR ALL STUDENTS

- Spaghetti straps, bare midriffs, halter tops, tube tops, net tops, see through clothing, off the shoulder shirts and low cut necklines are not permitted.
- Clothing shall be sufficient to conceal undergarments at all times. Baggy fitting and low-slung pants or shorts will not be allowed. Pants/shorts must be worn at the waist.
- **Baseball hats, hairnets or bandannas may not be worn at school except with written permission from the administration. No sunglasses in the classrooms.**
- Hoods and beanies may never be worn inside classrooms or any building on campus.
- Gloves may not be worn at school unless the weather permits. They may never be worn in class.
- **PE CLOTHING MAY NOT BE WORN IN CLASSES OTHER THAN PHYSICAL EDUCATION.**
- **PE shirts may not be worn around the neck and should be stored in the student's PE locker.**
- Shoes must be worn at all times. A substantial sole is required and footwear with an enclosed toe and heel is highly encouraged. Roller skates/shoes and flip flops are not permitted.
- Pajamas and slippers may not be worn at school.
- Clothing, jewelry, and personal items (backpacks, notebooks, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
- Pants must be worn at the waist.
- Clothing and other personal possessions containing emblems, lettering, or pictures promoting gangs (including belt buckles with initials), tagging, drugs, alcohol, tobacco, sex, death, mutilation, violence, messages with double meanings are not permitted.
- Wallet chains will not be allowed on campus.
- Clothing which has been altered in an inappropriate manner (torn, written on or personalized) will not be allowed.
- Students may not wear make-up, hairdos, emblems or jewelry. Applying make-up or grooming in class is not allowed. Jewelry, including some piercings, which may create a health or safety hazard, will not be allowed.
- Tattoos need to be covered.

A parent/guardian will be notified every time a student violates the dress code policy and is sent to OCI to correct the violation. In addition, any student with repeated violations will receive a progressive set of consequences.

**Loma Vista Middle School
School Site Council MINUTES
January 14, 2021**

Meeting ID meet.google.com/aga-kqea-tud

Phone Numbers (US)+1 347-790-1257 PIN: 789 028 438#

I. Introductory Procedure

1. Call to Order - The meeting was called to order at 3:34pm by Bethany Rivera, SSC Chairperson.

2. Establishment of Quorum

Principal:	Dr. Jackie Casillas
Teachers:	Bethany Rivera Felicia Setai Jon Holst Tanisha Johnson
Parents:	Melanie Nguyen Ana Cervantes
Students:	David Garcia Kimberly Guerrero Oscar Mendez
Guest:	Thomas Hutchinson, Assistant Principal Andrea Coons, Instructional Coach

Quorum was established with 10 members in attendance at 3:34pm.

3. Pledge of Allegiance - Members recited the Pledge of Allegiance.

4. Welcome and Introductions - Dr. Casillas welcomed everyone.

II. Action Items

- 1. Approve minutes from December 10, 2020.** - It was motioned/seconded/carried to approve the December minutes as read (Holst/Setai) (10-0-0).
- 2. Approve Comprehensive School Safety Plan** - Dr. Casillas reviewed the details of the safety plan. It was motioned/seconded/carried to approve the Comprehensive School Safety Plan as presented. (Guerrero/Cervantes) (10-0-0).
- 3. Approve Categorical Expenditures for TI, LCFF-LI, and LCFF-EL** - Members reviewed the categorical expenditures for LCFF-LI, LCFF-EL and Title I. It was motioned/seconded/carried to approve the expenditures as reviewed (Garcia/Setai) (10-0-0).

III. Discussion/Information

- 1. Budget Reports by Funding Source** - Members reviewed the budget: Title I, LCFF-LI, and LCFF-EL.
- 2. Training Topic:**
 - **Present school budget tied to SPSA actions** - Dr. Casillas shared that our school next year will have DLI classes in 6th grade and our SPSA actions will reflect how some of the budget will be used to support this new program. She shared there will be a parent orientation.
- 3. Local Control and Accountability Plan overview.** - Dr. Casillas shared that the district is still collecting input from stakeholders. At our site we are looking into more ways of providing support to our students and also which online resources our students have shared are helpful to them. Also, we are looking into which online resources teachers have also found to be helpful.
- 4. School Plan for Student Achievement (SPSA)** - Dr. Casillas shared that by the end of January we will have updated iReady data that we will use while we continue to update our SPSA. We make adjustments to our actions based on the data.
 - **Continue reviewing and updating SPSA goals/actions**
- 5. Reports from Parent Committees** -

- **English Learners Advisory Committee (ELAC)** - Mrs. Setai shared that we had an ELAC meeting in December and our next meeting will be on January 15, 2021. The Reclassification process will begin next week and one of the criteria will be how the students scored on the iReady assessment.
- **Action Team for Partnership (ATP)** - We did not have any information to share at this time.
- **District Parent Advisory Committee (PAC)** - The committee continued to discuss our district's LCAP and reviewed the iReady data from the Fall.

6. Program Reports

- **Professional Development Opportunities (Paraprofessionals, Teachers)** - Teachers and paraprofessionals have continued to reach out for specific support especially with how to best use Kami. Also, there will be additional professional development offered by the district to everyone soon.
- **Parent and Family Involvement Opportunities** - We have several events coming up. We will have a Kindness Week, a Wellness Week and a Wear Red Day for heart health awareness.
- **Interventions** - Our after school tutoring will begin later in January and we will use iReady data to help determine which students will be invited to participate. We are also working on a Summer School plan that will provide an opportunity for students to receive support during the summer. On Jan. 19th, Greatness Within Tutoring will be offered for all African American students in our district at the elementary, middle and high school levels.

7. **Principal's Report** - Dr. Casillas shared that we have served over 400 lunches to our students and we have only 3 lunch ladies. Students will be reminded that we do not have school on Monday. Also, students will have their photos taken virtually for our yearbook through their PE classes later next week.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. **Agenda building for next meeting**
2. **The next SSC meeting is scheduled for February 18, 2021**
3. **Adjournment: Action Item** - Meeting adjourned by Mrs. Rivera at 4:05pm. It was motioned/seconded/carried to adjourn the meeting (Rivera/Holst) (10-0-0).

Escuela Secundaria Loma Vista
Agenda del Concilio Escolar
14 de enero de 2021

Lugar-Junta Virtual en línea en meet.google.com/aga-kqea-tud

Para participar por teléfono, llame la (US)+1 347-790-1257 y marque este número: 789 028 438#

I. Procedimientos de introducción

1. Llamar al orden - La reunión fue iniciada a las 3:34pm por Bethany Rivera, presidenta del SSC.

2. Establecer el quórum -

Directora:	Dr. Jackie Casillas
Maestras:	Bethany Rivera Felicia Setai Jon Holst Tanisha Johnson
Padres:	Melanie Nguyen Ana Cervantes
Alumnos:	David Garcia Kimberly Guerrero Oscar Mendez
Invitado:	Thomas Hutchinson, Subdirector Andrea Coons, Entrenadora instruccional

El quórum se estableció con 10 miembros presentes a las 3:34 pm

3. Saludo a la Bandera - Los miembros recitaron el Saludo a la Bandera.

Bienvenida y Presentar a los partícipes - Dr. Casillas dio la bienvenida a todos

II. Asuntos de Acción

1. Aprobar la Minuta de la reunión del 10 de diciembre de 2020 - Se propuso / secundó / llevó a cabo para aprobar las minutas de diciembre como se leyeron (Holst/Setai)(10-0-0).

2. Aprobar Plan integral de seguridad escolar - Dr. Casillas revisó los detalles del plan de seguridad. Se propuso / secundó / llevó a cabo para aprobar el Plan Integral de Seguridad Escolar como se presentó. (Guerrero / Cervantes) (10-0-0).

3. Aprobar los gastos categóricos TI, LCFF-LI, and LCFF-EL - Los miembros revisaron los gastos categóricos para LCFF-LI, LCFF-EL y Título I. Se propuso / secundó / llevó a cabo para aprobar los gastos revisados (García / Setai) (10-0-0).

III. Diálogo/Información

1. Reporte de los presupuestos de acuerdo al fondo - Los miembros revisaron el presupuesto: Título I, LCFF-LI y LCFF-EL.

2. Tema de Capacitación:

- **Presentar el presupuesto escolar vinculado con las acciones del SPSA** - Dr. Casillas compartió que nuestra escuela el próximo año tendrá clases de DLI en sexto grado y nuestras acciones de SPSA reflejarán cómo parte del presupuesto se utilizará para apoyar este nuevo programa. Ella compartió que habrá una orientación para padres.

3. Resumen de LCAP, plan local de control de rendición de cuentas - Dr. Casillas compartió que el distrito todavía está recopilando información de las partes interesadas. En nuestro sitio, estamos buscando más formas de brindar apoyo a nuestros estudiantes y también qué recursos en línea que nuestros estudiantes han compartido son útiles para ellos. Además, estamos investigando qué recursos en línea han sido útiles para los maestros.

4. **Plan Escolar Para Logros Estudiantiles (SPSA)** - Dr. Casillas compartió que para fines de enero habremos actualizado los datos de iReady que usaremos mientras continuamos actualizando nuestro SPSA. Realizamos ajustes a nuestras acciones en función de los datos.
- **Continuar repasando y actualizando las metas/acciones del SPSA**
5. **Reportes de Comités de Padres**
- **Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)** - La Sra. Setai compartió que tuvimos una reunión de ELAC en diciembre y nuestra próxima reunión será el 15 de enero de 2021. El proceso de reclasificación comenzará la próxima semana y uno de los criterios será cómo los estudiantes calificaron en la evaluación iReady.
 - **Equipos de Acción Para Las Asociaciones Escolares (ATP)** - No teníamos ninguna información para compartir en este momento.
 - **Comité Consejero De Padres (PAC) [Comité del Distrito]** - El comité continuó discutiendo el LCAP de nuestro distrito y revisó los datos de iReady del otoño.
6. **Reporte de Programas**
- **Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)** - Los maestros y paraprofesionales han seguido buscando apoyo específico, especialmente sobre cómo usar mejor Kami. Además, pronto habrá desarrollo profesional adicional ofrecido por el distrito a todos.
 - **Oportunidades Para La Participación De Padres y Familias** - Tenemos varios eventos próximos. Tendremos una Semana de la bondad, una Semana del bienestar y un Día de desgaste rojo para concienciar sobre la salud del corazón.
 - **Intervenciones** - Nuestra tutoría después de clases comenzará a finales de enero y utilizaremos los datos de iReady para ayudar a determinar qué estudiantes serán invitados a participar. También estamos trabajando en un plan de escuela de verano que brindará a los estudiantes la oportunidad de recibir apoyo durante el verano. El 19 de enero, Greatness Within Tutoring se ofrecerá a todos los estudiantes afroamericanos de nuestro distrito en los niveles de escuela primaria, intermedia y secundaria.
7. **Reporte del Director/a** - Dr. Casillas compartió que hemos servido más de 400 almuerzos a nuestros estudiantes y solo tenemos 3 damas de almuerzo. Se les recordará a los estudiantes que no tenemos escuela el lunes. Además, los estudiantes se tomarán fotos virtualmente para nuestro anuario a través de sus clases de educación física la próxima semana.

IV. Sesión de Audiencia/Comentarios Públicos

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio dialogar o tomar acción sobre asuntos que no estén en la agenda.

V. Clausura

1. **Desarrollo de la agenda para la próxima reunión**
2. **La próxima reunión SSC se ha programado para el 18 de febrero de 2021**
3. **Clausura: Asunto de Acción** - La reunión terminó por la Sra. Rivera a las 4:05 pm. Se propuso / secundó / aprobó levantar la reunión (Rivera / Holst) (10-0-0).

**Loma Vista Middle School
School Site Council Agenda
January 14, 2021**

Meeting ID meet.google.com/aga-kqea-tud

Phone Numbers (US)+1 347-790-1257 PIN: 789 028 438#

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

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2. Approve Comprehensive School Safety Plan
3. Approve Categorical Expenditures for TI, LCFF-LI, and LCFF-EL

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2. Training Topic:
 - Present school budget tied to SPSA actions
3. Local Control and Accountability Plan overview.
4. School Plan for Student Achievement (SPSA)
 - Continue reviewing and updating SPSA goals/actions
5. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
7. Principal's Report

IV. Hearing Session/Public Comments

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2. The next SSC meeting is scheduled for February 18, 2021
3. Adjournment: Action Item

Escuela Secundaria Loma Vista
Agenda del Concilio Escolar
14 de enero de 2021

Lugar-Junta Virtual en línea en meet.google.com/aga-kqea-tud

Para participar por teléfono, llame la (US)+1 347-790-1257 y marque este número: 789 028 438#

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1. Llamar al orden
2. Establecer el quórum
3. Saludo a la Bandera
4. Bienvenida y Presentar a los partícipes

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1. Aprobar la Minuta de la reunión del 10 de diciembre de 2020
2. Aprobar Plan integral de seguridad escolar
3. Aprobar los gastos categóricos TI, LCFF-LI, and LCFF-EL

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 - Continuar repasando y actualizando las metas/acciones del SPSA
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 - Equipos de Acción Para Las Asociaciones Escolares (ATP)
 - Comité Consejero De Padres (PAC) [Comité del Distrito]
6. Reporte de Programas
 - Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)
 - Oportunidades Para La Participación De Padres y Familias
 - Intervenciones
7. Reporte del Director/a

IV. Sesión de Audiencia/Comentarios Públicos

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio dialogar o tomar acción sobre asuntos que no estén en la agenda.

V. Clausura

1. Desarrollo de la agenda para la próxima reunión
2. La próxima reunión SSC se ha programado para el 18 de febrero de 2021
3. Clausura: Asunto de Acción

AB 1747

Comprehensive School Safety Plan

Ysmael Villegas Middle School

3754 Harvill Lane, Riverside CA 92503
(951) 358-1695

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Introduction

It is the policy of the Alvord Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board believes that a beginning step toward safer schools is the development of a comprehensive safety plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (California Education Code §35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment; and
3. Developing each student's resiliency skills.

The School Site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to DTS by December 2020, approved by the School Site Council by January 2021, and submitted to the Board for approval by March 1, 2021.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

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

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

Continuity of Operations (COOP)

The U.S. Department of Education views a COOP as a program that ensures continued performance of essential functions across a full range of potential emergencies be they natural or man-made when a significant interruption of educational services occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- ☐ Emergency delegation of authority and an orderly line of succession, as necessary
- ☐ Safekeeping of essential personnel, resources, facilities, and vital records
- ☐ Emergency acquisition of resources necessary for business resumption
- ☐ The capability to perform critical functions remotely until resumption of normal operations

A school district's COOP plan should allow for its implementation anytime, with or without warning, during normal or after hours operations; provides full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption or normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Scope: It is the responsibility of Alvord Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing recovery.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic business, and physical services when interrupted for an extended period of time following an incident.

Responsibilities: The delegation of authority and management responsibilities in the event of an incident follow the hierarchy outline in the Alvord Organizational Chart. Designate staff/faculty, in conjunction with the affected principal(s) and staff, will perform the essential functions as follows:

- ☐ **Superintendent / Principal**
 - Determine when to close schools, and/or send students/staff to alternate locations
 - Disseminate information internally to students and staff
 - Communicate with parents, media, and the larger school community
 - Identify a line of succession, including who is responsible for restoring which business functions for schools
- ☐ **Assistant Superintendent of Educational Services; Assistant Superintendent of Human Resources; Chief Business Officer**
 - Ensure systems are in place for rapid contract execution after an incident
 - Identify relocation areas for classrooms and administrative operations
 - Create a system for registering students (out of district or into alternative school)
 - Brief and train staff regarding their additional responsibilities
 - Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
 - Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests)

- Re-evaluate the curriculum, materials and instructional delivery methods as needed
- ☐ **Executive Director of Administrative Services; Operations Manager; Maintenance Manager**
 - Work with local and state government officials to determine when it is safe for students and staff to return to the school buildings and grounds
 - Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting, and/or landscaping)
 - Collaborate with private and public sector service providers and contractors
- ☐ **Business Services; Fiscal Services; School Secretary, School Office Staff**
 - Maintain inventory
 - Maintain essential records (and copies of records) including school's insurance policy
 - Ensure redundancy of records is kept at a different physical location
 - Secure classroom equipment, books, and materials in advance
 - Restore administrative and recordkeeping functions such as payroll, accounting and records
 - Retrieve, collect, and maintain personnel data
 - Provide accounts payable and cash management services
- ☐ **Counselors; School Psychologists; School Nurses and Health Assistants**
 - Establish necessary support services for student and staff/faculty
 - Implement additional response and recovery activities according to establish protocols
 - Collaborate with public and private providers
- ☐ **Food Service / Cafeteria Worker**
 - Determine how food services will resume
 - Support staff and volunteers as possible
- ☐ **Transportation (contracted through First Student)**
 - Provide emergency transportation services as needed
 - Assess and implement alternative transportation services that may be necessitated

Guidelines for Plan Development

Pursuant to California Education Code §35294 and Alvord Unified School District BP 0450, this document is designed to ensure compliance with the requirements of AB 1787. This Comprehensive School Safety Plan shall identify strategies and programs that will maintain a high level of school safety and address the schools' safety procedures and is required to contain the following elements:

- ☐ Assessment of school crime committed on school site/campus and at school-related functions (California Education Code §32282). The assessment may include
 - Data from California Healthy Kids Survey
 - Data on school suspensions, expulsions, and crime rates
 - Students, parents, and staff perceptions of school safety
- ☐ Child Abuse reporting procedures
- ☐ Policies pursuant to California Education Code §48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- ☐ Procedures to notify teachers and counselors of dangerous students
- ☐ Campus safety, including:
 - Weapons on campus
 - Campus visitors
 - COVID-19 considerations
- ☐ School discipline policies and procedures to prevent bullying, hazing, hate crime, and cyberbullying – including behavioral expectations and consequences
- ☐ Policy prohibiting discrimination, intimidation, sexual harassment, other harassment, and bullying (California Education Code §200.2624)
- ☐ School wide dress code policy
- ☐ Drug free school expectations
- ☐ Parent involvement strategies to support and reinforce school rules
- ☐ Collaborative relationships with organizations to prevent violence and crime
- ☐ Crisis prevention and intervention strategies, identify possible crises that may occur and determine tasks that need to be addressed, including:
- ☐ Routine and emergency disaster procedures including natural disasters such as earthquakes, human created disasters such as active shooter, or power outages. In addition, the following must be addressed:
 - Procedures for students with disabilities
 - Procedures for public agency use of facilities in the event of a disaster or emergency
 - Development of the site/campus evacuation plan, including opportunities for students and staff to practice the evacuation
- ☐ Procedures for safe ingress and egress of students, parents/visitors, and employees to and from school
- ☐ Procedures for responding to the release of hazardous substances on or near the site/campus

In the development of this Comprehensive School Safety Plan, the Safety Planning Committee shall be composed of:

- ☐ Principal or designee
- ☐ One teacher
- ☐ One classified employee
- ☐ One parent/guardian
- ☐ Other members as desired

In addition, the Committee shall consult with law enforcement and other local emergency providers in the development of the plan. The Committee shall provide a public meeting at the school site to allow members of the public to express an opinion of the plan (California Education Code §32288). Certain elements that are not designed for public knowledge or might be deemed detrimental to safety plans may be omitted from public review.

Existing law requires the School Site Council to consult with a representative from a law enforcement agency, the fire department, and other first responder entities in the writing and development of the comprehensive school safety plan and requires the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The School Site Council or Safety Committee shall notify in writing, if available, the following persons and entities of a public meeting for comment on the plan (California Education Code §32288):

- ☐ A campus representative for CSEA
- ☐ A campus representative for AEA
- ☐ A representative from each parent organization at the school site
- ☐ A student body government representative, if applicable
- ☐ Any individual who has requested notification

Such strategies and assessments will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

School Safety Committee

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Boards Association policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. (California Education Code §35294.1)

The School Site Safety Committee shall be composed of the following members:

- ☐ Principal or designee,
- ☐ One teacher who is a representative of the recognized certificated employee organization;
- ☐ One classified employee who is a representative of the recognized classified employee organization;
- ☐ One parent/guardian whose child attends the school;
- ☐ Other members if desired. (California Education Code §35294.1)

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

- ☐ Local law enforcement (California Education Code §39294.1)
- ☐ Other local agencies, such as health care and emergency services, may be consulted if desired. (California Education Code §39294.2)
- ☐ Guidance counselor
- ☐ Special Education Department Chairperson
- ☐ One or more key community service providers
- ☐ Student representative(s)
- ☐ Disciplinary team member
- ☐ Staff leaders
- ☐ Additional parent representatives

School Crime Assessment

The School Safety Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (California Education Code §35924.2)

Based on data analysis, the School Safety Committee identifies potential challenges in order to create an effective Comprehensive Safety Plan. The objective is to provide meaningful data in order to improve the campus safety climate.

Crime / Community Data

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the Riverside Police Department and the Alvord Unified School District, shows the district's monthly statistics of the combined three School Resource Officers. This report reflects activity from August 08, 2019 – May 29, 2020.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	August 2019	September 2019	October 2019	November 2019	December 2019
Calls for service related to school site/staff	30	46	35	32	21
Reports taken	23	41	24	28	6
Felony Arrests	1	4	2	2	0
Misdemeanor Arrests	3	1	3	7	4
Citations Issued	0	2	0	0	0
Presentations/Meetings	8	6	2	1	0
Hours committed to AUSD related activities	408	480	552	360	280

Description	January 2020	February 2020	March 2020	April 2020	May 2020
Calls for service related to school site/staff	29	51	46	7	5
Reports taken	11	19	28	3	3
Felony Arrests	1	3	0	0	0
Misdemeanor Arrests	4	2	0	0	0
Citations Issued	0	2	0	0	0
Presentations/Meetings	2	4	2	0	0
Hours committed to AUSD related activities	350	450	80	30	30

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the **Riverside County Sheriff's Department** and the Alvord Unified School District, shows the district's monthly statistics of the School Resource Officer. This report reflects activity from August 08, 2019 – May 29, 2020.

The Riverside County Sheriff's Department provides coverage to Villegas Middle School and Lake Hills Elementary. Statistics listed below are for those two schools only.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020
Calls for service – written	1	1	4	0	1	1
Calls for service – non-written	6	6	4	8	6	4
Follow Ups	0	0	3	0	2	0
Assaults	0	0	1	0	0	0
Weapons: Knives	0	0	0	0	1	1
Kids with Guns Protocol	0	0	0	0	1	0
Students Counseled	5	5	5	5	5	4
School Presentations	1	1	0	1	0	0
Arrests: Infractions	0	0	3	0	0	0
5150 WIC Investigations	2	2	0	3	1	1
601 WIC	0	0	0	1	0	0
Other Incidents	3	3	2	0	0	0

Provide a narrative or summary statement explaining the assessment of the current status of school crime/vandalism committed on the school campus and at school-related functions from a review of school, district, and community crime data trends such as:

- Disciplinary Data
- Attendance Rates
- Property Damage Reports
- State, District or Site Surveys
- Students, Parents and Staff Perceptions of School Safety

Summary Statement:

Villegas Middle School uses a number of indicators to measure student safety and school related crime. Villegas has a full-time School Resource Officer to support staff and students and multiple systems to ensure student and staff safety. Below are the some of the other indicators that are used to measure school safety, crime and vandalism.

Disciplinary Data:

Using the 2019 California School Dashboard data, Villegas is in the Green band, with a 4.9% suspension rate, which improved by 0.8% from the previous year.

Attendance Rates:

Using the 2019 California School Dashboard data, Villegas is in the Yellow Band with a 9.9% Chronic Absenteeism rate, which was 0.3% higher than the previous year.

Property Damage Reports:

There were three incidents of vandalism reported in the 2019-2020 school year.

State, District or Site Surveys:

Villegas Middle School administered the California Healthy Kids Survey, California School Parent Survey and the California School Staff Survey in 2018-2019. School Safety perception data follows:

Students:

66% of students reported feeling safe or very safe at Villegas Middle School.

79% of students reported that they experienced no harassment or bullying at Villegas Middle School.

Parents:

89% of parents who responded agreed or strongly agreed that Villegas Middle School is a safe place for students.

72% of parents who responded stated that they agreed or strongly agreed that Villegas Middle School helps students resolve conflict.

89% of responding parents stated that they agreed or strongly agreed that school facilities and properties are well-maintained.

Staff:

88% of middle school staff agreed or strongly agreed that school was a safe place for students.

90% of middle school staff agreed or strongly agreed that school was a safe place for staff.

Child Abuse Reporting and Prevention

A. Definition of Child Abuse (California Penal Codes §§11165.5, 11165.6)

Child abuse means a physical injury or death that is inflicted by other than accidental means on a child by another person. Child abuse also means the sexual abuse of a child, including sexual assault or sexual exploitation (California Penal Code §11165.1), or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

B. Mandated Child Abuse Reporting

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; administrators, counselors; athletic coaches, athletic administrators and directors employed by any public or private school that provides any combination of instruction for kindergarten, or grades 1 to 12, inclusive. (California Penal Code §11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (California Penal Code §11166)

C. Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (California Penal Code §11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (California Penal Codes §§11166.05, 11167)

Any district employee who reasonably believes that they have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (California Penal Codes §§152.3, 288)

D. Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (California Penal Code §11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (California Penal Code §11166)

E. Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (California Penal Codes §§11165.9, 11166)

10540 Magnolia Avenue, Ste. B
Riverside, CA 92505
(951) 826-5700

Riverside County Sheriff's Department
7477 Mission Blvd.
Jurupa Valley, CA 92509
(951) 955-2600

Corona Police Department
730 Public Safety Way
Corona, CA 92880
(951) 736-2330

Riverside County Department of Public Social Services
11070 Magnolia Avenue
Riverside, CA 92505
(951) 358-4000
Hotline: 1-800-442-4918

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (California Penal Codes §§11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (California Penal Code §11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to California Penal Code §11166.05. (California Penal Code §11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose their identity to their supervisor, the principal, or the Superintendent or designee. (California Penal Code §11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (California Penal Code §11166)

F. Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (California Education Code §44691; California Penal Code §11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (California Education Code §44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (California Education Code §44691; California Penal Code §11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (California Education Code §44691)

G. Parent / Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to California Penal Code §11166 to file a report themselves using the procedures described above for mandated reporters.

In addition, if the child is enrolled in Special Education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

H. Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under California Penal Code §11166, and their confidentiality rights under California Penal Code §11167. The district also shall provide these new employees with a copy of California Penal Codes §§11165.7, 11166, and 11167.

Before beginning employment, any person who will be a mandated reporter by virtue of their position shall sign a statement indicating that they have knowledge of the reporting obligations under California Penal Code §11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (California Penal Code §11166.5)

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, they may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (California Penal Code §11166)
4. Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor.

Child Abuse Reporting Hotline

1-800-442-4918

Suspension and Expulsion and Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (California Education Code §48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in California Education Code §48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (California Education Code §48925)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (California Education Code §48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (California Education Codes §§35291, 48900.1, 48980)

Grounds for Suspension and Expulsion

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (California Education Code §48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (California Education Code §48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code §11053-11058, alcoholic beverage, or intoxicant of any kind. (California Education Code §48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to

- any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (California Education Code §48900(d))
5. Committed or attempted to commit robbery or extortion. (California Education Code §48900(e))
 6. Caused or attempted to cause damage to school property or private property. (California Education Code §48900(f))
 7. Stole or attempted to steal school property or private property. (California Education Code §48900(g))
 8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing their own prescription products. (California Education Code §48900(h))
 9. Committed an obscene act or engaged in habitual profanity or vulgarity. (California Education Code §48900(i))
 10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code §11014.5. (California Education Code §48900(j))
 11. Knowingly received stolen school property or private property. (California Education Code §48900(l))
 12. Possessed an imitation firearm. As used in this section, imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (California Education Code §48900(m))
 13. Committed or attempted to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in California Penal Code §243.4. (California Education Code §48900(n))
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (California Education Code §48900(o))
 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (California Education Code §48900(p))
 16. Engaged in, or attempted to engage in, hazing. (California Education Code §48900(q))
 - a. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
 17. Engaged in an act of bullying. (California Education Code §48900(r))
 18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in California Penal Code §31. (California Education Code §48900(t))
 19. Made terrorist threats against school officials and/or school property. As used in this section,
 - a. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (California Education Code §48900.7)
 - b. A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that they:
 20. Committed sexual harassment as defined in California Education Code §212.5 (California Education Code §48900.2)
 - a. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (California Education Codes §§212.5, 48900.2)
 21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in California Education Code §233 (California Education Code §48900.3)
 - a. Hate violence means any act punishable under California Penal Codes §§422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics

in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (California Education Code §233; California Penal Code §422.55)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (California Education Code §48900.4)

Removal from Class by a Teacher and Parental Attendance

A teacher may remove a student from their class for the remainder of the day and the following day only for acts specified in California Education Code §48900 and listed under "Grounds for Suspension and Expulsion" above. When removing a student from their class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, they shall be appropriately supervised during the class periods from which they have been removed. As soon as possible after the teacher decides to remove the student, they shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal or designee. A student removed from class shall not be placed in another regular class during the period of removal. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which they were removed. The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (California Education Code §48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in their child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (California Education Code §48900.1)

The notice shall:

1. Inform the parent/guardian when their presence is expected and by what means they may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, they may ride the school bus with the student
3. Direct the parent/guardian to meet with the principal after the visit and before leaving school
4. Direct the parent/guardian to contact the school if there are reasonable factors that would prevent them from complying with the attendance requirement

Suspension by Superintendent, Principal, or Designee

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in California Education Code §48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Codes §§11053-11058
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4
5. Possessing an explosive as defined in 18 USC 921

In addition, the Superintendent, principal, or designee may impose a suspension upon a first offense if they determine that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons. (California Education Code §48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (California Education Code §48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (California Education Code §48900.5)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (California Education Codes §§48911, 48915, 48915.5, 48918)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against them, and given the opportunity to present their version and evidence in support of their defense. At the conference, the student should be informed of other means of corrections that were attempted before the suspension. (California Education Code §48911)
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (California Education Code §48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (California Education Code §48911) This notice shall state the specific offense committed by the student. (California Education Code §48900.8) In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.
4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (California Education Code §48914)
Although the parent/guardian is required to respond without delay to a request for a conference about their child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (California Education Code §48911)
5. In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct their behavior and keep them in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (California Education Code §48912)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence. However, possession of an imitation firearm, as defined in California Education Code §48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.
2. Brandishing a knife as defined in California Education Code §48915(g) at another person.
3. Unlawful possession of a controlled substance listed in Health and Safety Codes §§11053-11058.
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (California Education Code §48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether they should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (California Education Code §48918(a))

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (California Education Codes §§48900.8, 48918(b)) (BP/AR 5144)

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to California Education Code §48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in California Education Code §48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (California Education Codes §§48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems;

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site;
3. Not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #21-23 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (California Education Code §48915)

Readmission after Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (California Education Code §48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of California Education Codes §§49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (California Education Code §48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (California Education Code §48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (California Education Code §48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (California Education Code §48645.5) (BP/AR 5144)

Appropriate Use of Suspension and Expulsion

Except when otherwise permitted by law, a student may be suspended or expelled only when their behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following: (California Education Code §48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Except when a student commits an act that violates California Education Code §48900(a)-(e) or their presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in California Education Code §48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (California Education Codes §§48900.5, 48900.6)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

Supervised Suspension Classroom

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

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in California Education Codes §48900 and §48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (California Education Code §48900.5)

Decision Not to Enforce Expulsion Order

Upon voting to expel a student, on a case-by-case basis the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (California Education Code §48917)

Maintenance and Monitoring Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to California Education Codes §48900.8 and §48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Staff Notification of Dangerous Students

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's Comprehensive School Safety Plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

California Education Code §49079 and the districts' collective bargaining agreement with the California Teachers Association require that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts for the three previous years. (California Education Codes §48900 and §48915)

In order to ensure every classroom teacher and substitute have immediate access to the names of those students currently enrolled in their classroom who meet the criteria of California Education Code §48900, the Student Information System's staff have updated all assertive discipline offenses based on California Education Code §49079 with a Safe School Act Date (SSA Date) field in our student information system (AERIES). The teacher of record can see the SSA identification of the class roster written in red text "SSA" next to the student's name. Teachers have been advised, that should they have a student with the SSA identification, they are to see the site administrator for more information. This data is live and updated accordingly.

Campus Safety

Whenever a principal believes a condition of student unrest exists on the campus which may develop into a serious disruption of the operation of the school, the principal shall:

1. Direct all campus supervisors, administrative building certificated personnel, and available teachers to take such steps (campus control, counseling with students) as they deem to be helpful in controlling the problem and in leading to its resolution.
2. Inform the Superintendent's Office.
3. Inform the appropriate law enforcement agency (Riverside Police Department; Riverside County Sheriff's Department or Corona Police Department).

Weapons and Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to: (California Education Codes §§48915, 49330; California Penal Codes §§626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion;
2. Ammunition or reloaded ammunition;
3. Knives, razor blades, and box cutters: dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing; weapons with a blade fitted primarily for stabbing; weapons with a blade longer than 2-1/2 inches; folding knives with a blade that locks into place; and razors with an unguarded blade;
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices;
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun;
6. Any other dangerous device, instrument, or weapon, including those defined in California Penal Code §12020, including a blackjack, slingshot, billy club, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon; and
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may confiscate any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (California Education Codes §§49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use their own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately;
2. Immediately notify the principal, who shall take appropriate action;
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (California Education Codes §§49331, 49332)

Students shall not possess weapons or dangerous devices of any kind in school buildings, on school grounds or buses, or at any school related or school-sponsored activity away from school unless written permission has been obtained from the school principal to possess such objects. Principals may permit the possession of weapons or dangerous instruments at school only at the request of a teacher and with assurance that such possession serves a positive educational purpose.

Any employee may use reasonable force necessary to protect themselves from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (California Education Codes §§44807, 49001, 49331-49333)

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use their own judgment as to the dangerousness of the situation and act appropriately.

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.

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with their employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against them within the limits set by law. (Government Code §995)

An employee whose person or property is injured or damaged by willful misconduct of a student may request the school district to pursue legal action against the student or the student's parent/guardian. (California Education Code §48905)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (California Education Code §44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual. Such reports shall also be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student when the property is either (1) located on district property, (2) being transported to or from a district-sponsored event, (3) present at a district-sponsored event, or (4) injured or damaged in retaliation for conduct engaged in by the employee in the exercise of their duties, may ask the district to pursue legal action against the student or the student's parent or guardian. (California Education Code §48905)

Visitor Screening Policy

Parent volunteers should be encouraged and welcomed. However, it is imperative that an appropriate and aggressive screening process be in place to ensure only qualified visitors are present on campus. The District's visitor monitoring program, Raptor, is designed to both screen visitors from unwanted lists and log their arrival and purpose. In addition to this process, additional visitor-screening policy includes:

- Visitors must check in at front desk attendant through the Raptor system with their photo ID and receive their visitor pass indicating their purpose.
- Post signs at key arrival points directing all visitors to the entry door.

- Lock all gates and entry points to the campus after school has started to direct all visitors to a single point of entry at the front office.
- Direct visitors to sign out upon leaving campus.
- Acquaint parents and community members with visitor policy.
- Familiarize all teachers and staff with the visitor policy.
- Encourage all staff to question unidentified visitors and direct them to the office before proceeding onto campus.

COVID-19 Considerations

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan, China. The new name of this disease is Coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as “2019 novel coronavirus” or “2019-nCoV”. There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a new coronavirus that has not previously been seen in humans. There is currently no vaccine to prevent COVID-19.

It is the policy of the Alvord Unified School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases such as COVID-19 are minimized by providing prevention, education, identification through examination, observation, immunization, treatment and follow-up, isolation, and reporting.

Due to the widespread pervasiveness of COVID-19 in the community, the Alvord Unified School District has implemented infection control measures, including applicable and relevant recommendations from the Centers for Disease Control and Prevention (CDC) and our state and local guidelines. The Alvord Unified School District also determined that the 2020-2021 school year would start in a virtual and distance-learning only format in which students attend school remotely. Upon the return to in-person instruction, the Alvord Unified School District will follow the current county and state COVID-19 guidelines and protocols for the safe re-opening of schools.

School Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or be removed from school in accordance with law, Board policy, and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Student Conduct

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Willful defiance of staff's authority;
5. Damage to or theft of property belonging to students, staff, or the district;
The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language;
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose;
Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time;
Permitted devices shall:
 - a) Be turned off during class time and at any other time directed by a district employee
 - b) Not disrupt the educational program or school activity
 - c) Not be used inappropriately as determined by staff
10. Plagiarism or dishonesty on school work or tests;
11. Inappropriate attire;
12. Tardiness or unexcused absence from school;
13. Failure to remain on school premises in accordance with school rules.

Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, they shall refer the matter to their supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or their belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a school official may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Discipline

Students are expected to conform to the regulations of the school and obey all directions of the teachers and others in authority. Rules and regulations consistent with the laws of the State of California, the California Education Code, and California Administrative Code, Title V, and relating to areas of discipline including corporal punishment, suspension, expulsion, exclusion, exemption, and transportation shall be spelled out in a code of discipline for approval and periodic review by the Board of Education.

1. All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (California Education Code §10609)
2. Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of their teacher and others in authority; observe good order and propriety of deportment; be diligent in study; be respectful to their teacher and others in authority; be kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language. (C.A.C., Title 5, Section 300)
3. While on the school grounds (or elsewhere when under the authority of direct supervision of school personnel or when such conduct is otherwise related to school activity or school attendance), a pupil shall refrain from any and all of the following acts:
 - a. Gambling; immorality, profanity; and the use or possession of tobacco, alcohol beverage, narcotics or other hallucinogenic or dangerous drugs or substances. (Drugs shown to have been prescribed by a licensed physician for a pupil are an exception as to that pupil.)
 - b. Willful or negligent conduct likely to result in injury to other pupils or school employees or in danger to school property.
4. A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare themselves for the schoolroom before entering. (C.A.C., Title 5, Section 302)
5. A pupil who defaces, damages, or destroys any school property or willfully or negligently injures another pupil or school employee is liable to suspension or expulsion, according to the nature of the offense. (C.A.C., Title 5, Section 305)

Principals are responsible for establishing specific regulations essential for the protection of student health and safety in the activities of the school, and for the protection of school property and equipment. Special precautions should be implemented in areas of instruction such as physical education, athletics, laboratory, and shop activities.

Each principal must review school rules with their faculty each August and file a copy of rules relating to health and safety with the Director of Student Services by October 15.

The principal must ensure the effective communication of the school rules to students and parents, and the principal must supervise their enforcement.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (California Education Code §35291)

Disciplinary strategies may include, but are not limited to:

1. Referral of the student for advice and counseling;
2. Discussion or conference with parents/guardians;
3. Convening a study team or other intervention-related team;
4. Referral for a comprehensive psychosocial or psychoeducational assessment;
5. Enrollment in a program for teaching prosocial behavior or anger management;
6. Participation in a restorative justice program;
7. A positive behavior support approach with tiered interventions;
8. Participation in a program that is sensitive to the traumas experienced by students and that focuses on students' behavioral health needs;
9. Recess restriction;
10. Detention after school hours;
11. Community service (including outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs);
12. Reassignment to an alternative educational environment
13. Removal from the class in accordance with Board policy, administrative regulation and law
14. Suspension and expulsion

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (California Education Code §49001) (BP/AR 5144)

Restructured Recess

A teacher may restructure a student's recess time when they believe that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restructure.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention after School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (California Education Code §48980)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Bullying / Cyberbullying / Hate Crime

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially. Students may file a complaint using the district's Student Complaint of Harassment or Bullying Form. This form is available at the school.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (California Education Code §48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report their observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in BP/AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform complaint procedures specified in BP/AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Sexual Harassment Policy

Definition

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when any of four conditions are met: (California Education Code §212.5; Government Code §12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting them.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting them regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors;
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects;
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements;

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of training regarding sexual harassment and that non-supervisory employees receive at least one hour of training regarding sexual harassment. All newly hired or promoted employees shall receive training within six months of their assumption of the new position. (SB 778)

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Discrimination and Other Harassment Policy

Students

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include counseling, suspension or expulsion for behavior that is severe or pervasive as defined in California Education Code §48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in BP/AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (California Education Code §234.1; 5 CCR 4621)

Alvord Unified School District
Assistant Superintendent of Human Services
9 KPC Parkway
Corona, CA 92879
(951) 509-5030

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site, district-approved social media, and other locations that are easily accessible to students. (California Education Code §234.1)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (California Education Code §234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Process for Initiating and Responding to Complaints

Any student who feels that they have been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, they shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in BP/AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (California Education Code §210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with their gender identity;
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to their gender identity, or a non-transgender student because their mannerisms, hairstyle, or style of dress do not conform to stereotypes for their gender or are perceived as indicative of the other sex;
3. Blocking a student's entry to the bathroom that corresponds to their gender identity because the student is transgender or gender-nonconforming;
4. Taunting a student because they participate in an athletic activity more typically favored by a student of the other sex;
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information;
6. Use of gender-specific slurs;
7. Physical assault of a student motivated by hostility toward them because of their gender, gender identity, or gender expression.

The district's uniform complaint procedures (BP/AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of basis for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is their private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses their transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless they are required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to their status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to their parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.
2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to their parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, their parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to their status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with their gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because they are transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with their gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with their gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, their parents/guardians, the district shall use the student's preferred name and pronouns consistent with their gender identity on all other district-related documents.

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with their gender identity, without the necessity of a court order or a change to their official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with their gender identity, subject to any dress code adopted on a school site.

Personnel

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above. The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Codes §12926, §12940)

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The following position is designated as Coordinator for Nondiscrimination in Employment:

Alvord Unified School District
Assistant Superintendent of Human Resources
9 KPC Parkway
Corona, California 92879
(951) 509-5030

Any employee or job applicant who believes that they have been or is being discriminated against or harassed in violation of district policy should, as appropriate, immediately contact their supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the district's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the principal, district administrator or Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. Failure of a district employee to report discrimination or harassment may result in disciplinary action.

Training and Notifications

The Superintendent or designee shall provide training to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination.

The Superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin, or application form that is used in employee recruitment.

The district's policy shall be posted in all district schools and offices including staff lounges.

Other Remedies

An employee may, in addition to filing a discrimination complaint with the district, file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, the employee must file their complaint within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code §12960. (Government Code §12960)
2. To file a valid complaint directly with EEOC, the employee must file their complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 2000e-5)

Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

Dress Code Policy

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board of Education expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which interferes with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

Gang-related apparel is strictly prohibited. "Apparel" includes, but is not limited to, hats, jewelry, belt buckles, bandannas, colors, paraphernalia, and professional sports jerseys or logos that indicate an affiliation with a group or gang which may provoke others to act violently or be intimidated.

Appropriate Dress—General

Brief garments, such as swimsuit tops, strapless or halter tops, beach wear, tank tops with deep armholes, bare midriffs, backless shirts, tube tops, pajamas, lounge wear, sheer clothes, ripped or tattered jeans that expose private parts of the body, low necklines, and exposed undergarments are not appropriate for school. Dresses, skirts or shorts must cover the full curve of the buttocks when walking, sitting, reaching or bending and should be no shorter than fingertip length with arms down.

Bagging or sagged pants shall not be worn at school. "Baggy pants" means the waistline of the pants, located at the hipbone of the student when pulled and pinched will gather more than one inch of material. "Sagged pants" means the waistline of the pants is located below the hipbone of the student. Properly fitted pants, incorrectly worn (below the hipbone) are "sagged pants".

Prohibited Items

Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) shall be free from writing, pictures, or any other insignia which are crude, vulgar, profane, sexually suggestive, or which bear weapons, drug, alcohol, tobacco company advertising, promotions, or likenesses.

Also prohibited are clothing or other items which advocate gender, racial, ethnic, religious prejudice, or which demean or exalt any group of people such that it infringes upon the rights of others to be free from harassment or intimidation. Also prohibited are items containing messages that promote or glorify death, mutilation, violence, or which constitute gang "silent code" messages.

Jewelry

Jewelry with gang-related or other inappropriate symbols, as described above, is prohibited. Also prohibited is jewelry designed for use as a weapon or designed to contain hazardous or contraband materials. In addition, jewelry or other accessories which display studs, spikes, chains, replica weapons, drug paraphernalia, or which may pose a threat to student safety are prohibited.

Shoes

Shoes must be worn at all times. For safety reasons, only shoes which are appropriate for school wear are allowed, as determined by school administration. Shoes should stay on when walking or running. No slippers are allowed.

Hats

Only school-approved hats, caps, or other head coverings may be worn outdoors for sun protection.

Sunglasses

Sunglasses may not be worn in the classroom.

Hair

Hair must be clean and neatly groomed. Hair lengths or styles which jeopardize the health and safety of the wearer others or which substantially disrupt or interfere with school activities are not allowed.

Standard of Dress

The standard of dress for Villegas Middle School has been developed with input from staff, parents, and students. The dress code is vital to insure personal safety, to create a positive learning environment, and to discourage classroom disruptions or distractions.

Outward appearances that are radical, unusual and draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students will not be allowed.

In order to assist with achievement of the goals for student success, the following is the suggested attire for Villegas Middle School:

Requirements for all students:

- > A plain shirt or sweater with a collar and sleeves. The garment must be the appropriate size, cover the midriff when arms are raised and should not be unbuttoned below the sternum.
- > A skirt, pair of pants or shorts of appropriate waist size that is worn at the waist and with sufficient length to maintain modesty for sitting and bending.
- > Shoes with an enclosed toe and heel.
- > Students are expected to be neat and clean. Modesty must be maintained at all times.
- > Shoes must be worn at all times. Footwear with a substantial sole and an enclosed toe and heel is highly encouraged. Roller skates/shoes are not permitted.
- > Shorts or Skirts must have a length sufficient to maintain modesty at all times, including when seated in class.
- > Tops must have an inch wide strap and not expose any section of the student's torso. Undergarments must be covered at all times. Aerobic style clothing, bare midriffs, halter tops, tube tops, net tops, see through clothing, spaghetti straps, and low cut necklines are not permitted.
- > Baggy fitting and low-slung pants or shorts are not allowed. Pants must be worn at the waist at all times.
- > Jewelry which creates a health and safety hazard, including spiked earrings, is not permitted. Facial and body piercings are not allowed. Piercings will be removed and held in OCI for parent pick-up.
- > Baseball hats (brim forward), beanies, and berets may be worn outside but are not to be worn in the classroom or inside any building. Hoods may be used only when it is raining but must be down at all other times.
- > Gang attire of any kind is not permitted. This includes clothing with writing promoting or relating to gang activity, bandanas, stocking caps, hair nets and mittens with the fingers cut off.

Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) containing emblems, lettering or pictures promoting gangs, tagging, drugs, alcohol, tobacco, sex, death, mutilation, violence, and/or messages with double meanings are not permitted.

- > Clothing which is inappropriate, including large holes in pants and/or holes that are inappropriately placed, is not allowed. Shirts that reveal any part of the midriff may not be worn.
- > Students may not wear inappropriate emblems.
- > Applying make-up or grooming in class is not allowed.
- > Conservative hair colors and styles are suggested. If a student's hair becomes a distraction in class, administration will address the concern.
- > Chains, including wallet chains are not allowed.
- > Pajamas and slippers are not appropriate attire for school.

The administration and faculty of Villegas Middle School have the responsibility to administer the dress code and may make additional changes to the above items at any time during the school year. All inappropriate items taken will be given to charity if not claimed from the office by parent/guardian within 30 days. After the first incidence of a dress code violation, students will receive a detention or other disciplinary consequences for subsequent violations.

Baseball hats with a brim may be worn for sun protection during the following times: before and after school, passing periods, during lunch and during P.E. Baseball hats must be worn with the brim forward. Beanies and berets may also be worn outside of the classroom. Hats may not be worn in class. Hoods may be used only when it is raining but must be down at all other times.

Drug Free Expectations

Alcohol and Other Drugs

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety, and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians, and coordination with appropriate community agencies and organizations.

The Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students, and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely communicated to all stakeholders.

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code §11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code §11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level.

In grades 1-6, instruction in drug education should be given in health courses required by California Education Code §51210. (California Education Code §51260)

In grades 7-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by California Education Code §51220. (California Education Code §51260)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (California Education Code §51203)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (California Education Code §51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention, Referral, and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with their parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, in their professional capacity or in the course of their employment, knows, observes or suspects that a student may be under the influence of alcohol or drugs, they may notify the parent/guardian. (California Education Code §44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when they believe that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if they believe that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (California Education Codes §§44049, 49602)

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

Parent Involvement Strategies

The following are some of the parent involvement strategies used to support and reinforce school rules:

Villegas Middle School uses the following parent involvement strategies to support and reinforce school rules:

Student/Parent Handbook:

Villegas provides a student/parent handbook annually for families as part of the registration process. School rules and policies are delineated in the handbook. Additionally, assemblies are held twice a year to review the material in the handbook for students.

Back to School Night, Lunch on the Lawn and Open House Events:

Parents are invited to attend and meet the staff and ask questions about school policies and procedures.

Action Teams for Partnership:

These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein's 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement.

Interpreting and Translation Services:

These are provided to non-English speaking parents to support them in effectively understanding and participating in school meetings, events, workshops, and conferences.

Parent Advisory Groups:

Groups such as School Site Council, Parent Teacher Organization and English Language Advisory Committee are part of the process used to create our school program. Villegas administration and staff work to share information and collect feedback on our school policies, school safety and school programs with these teams.

Communications:

Villegas Middle school uses a variety of strategies to communicate with families such as, but not limited to: bulletins, newsletters, email, text, Blackboard, social media channels and our school website to support and improve student outcomes in academics, social emotional health, discipline and school safety.

Collaboration Strategies

The following strategies are used to develop relationships and collaborate and partner with organizations and community to prevent violence and crime:

Alvord schools have partnered with local Emergency Service Providers and First responders to review our School Safety plan in accordance with AB1747. In addition, Villegas Middle School collaborates with stakeholders in the development of our Comprehensive School Safety Plan in a variety of ways:

Action Teams for Partnership:

These teams are made up of school staff, parents and community members who work together to set school goals and plan activities around Joyce Epstein's 6 Types of Parent Involvement in order to increase parent engagement and increase student achievement.

School Resource Officer:

Provides support and consultation on our School Safety plan and reviews crime reports, campus security and facilities with administration.

School Safety Committee:

This group meets during the year to review safety information, review processes and procedures and suggest revisions to the Comprehensive School safety plan.

Parent Advisory Groups:

Groups such as School Site Council, Parent Teacher Organization and English Language Advisory Committee are part of the process used to create our Comprehensive School Safety plan. Villegas administration and staff work to share information and collect feedback on school safety with these teams.

Communications:

Villegas Middle school uses a variety of strategies to communicate with families such as, but not limited to: bulletins, newsletters, email, text, Blackboard, social media channels and our school website to support and improve student outcomes in academics, social emotional health, discipline and school safety.

Prevention and Intervention Strategies

Developing and sustaining a strong safe-school culture free of intimidation or violence requires the efforts of all stakeholders, administration, staff, students, parents, and community members. At the site level, administration, staff, and student leaders should strive to help students develop meaningful connections to school. One way to achieve this is to train staff and students in a variety of violence prevention strategies as well as to provide a broad scope of opportunities for student engagement.

Maintain a School Culture Free of Violence

- Examine how policies and programs in the classroom, school building, and district office facilitate the peaceful interaction of individuals and groups
- Communicate and consistently enforce the school's policy on weapons possession and aggressive behavior
- Make it clear in all communications, verbal and written, that all threats that compromise the safety and security of any student, staff, or other school community member, will be taken seriously. This includes any threat expressed through electronic means or technological device
- Develop and implement a systematic, team-oriented threat inquiry process that includes a referral process for mental health or social services as well as the capacity to monitor and support both perpetrators and victims
- Implement staff training in nonviolent conflict resolution and threat inquiry processes
- Encourage all site staff to develop sincere relationships with students, visit classrooms, be visible on campus, and maintain a reasonable level of accessibility to students and parents

Suicide Prevention

Suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. The implementation of instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning sign of suicidal intent in others is an essential part of prevention, intervention, and postvention.

- Implement instructional strategies for teaching suicide prevention curriculum and promoting mental and emotional health
- Awareness of individual risk factors and warning signs
- Identify appropriate mental health services at the school site and within the community, and how to refer youth and their families to those services
- Student identification cards for students in grades 7-12 include the National Suicide Prevention Lifeline telephone number
- Implementation of procedures to address students' and staffs' grief and to minimize the risk of imitative suicide or suicide contagion

The following curriculum and program strategies are used to emphasize prevention and alternatives to violence and strategies to provide a broad scope of opportunities for student engagement:

Programs and Policies:

Policies and procedures are put in place and communicated through our student/parent handbook, acceptable use policies, and student assemblies. This information is consistent with board policies and regulations. Villegas Middle school also uses an Multi-Tiered System of Support (MTSS) for students in their academics and their social emotional needs.

Training and Professional Development:

Villegas Middle School also has been training a team of staff members in Restorative Practices and Positive Behavioral Interventions and Supports to work with students in our MTSS system.

Counseling and Mental Health Services:

Our counseling team provides support in the form of classroom presentation, grade level meetings and one to one meetings with students. They also provide support in conflict resolution for students. Villegas also partners with community organizations such as the Wiley Center, McKinley and Care Solace to address student well being and mental health needs.

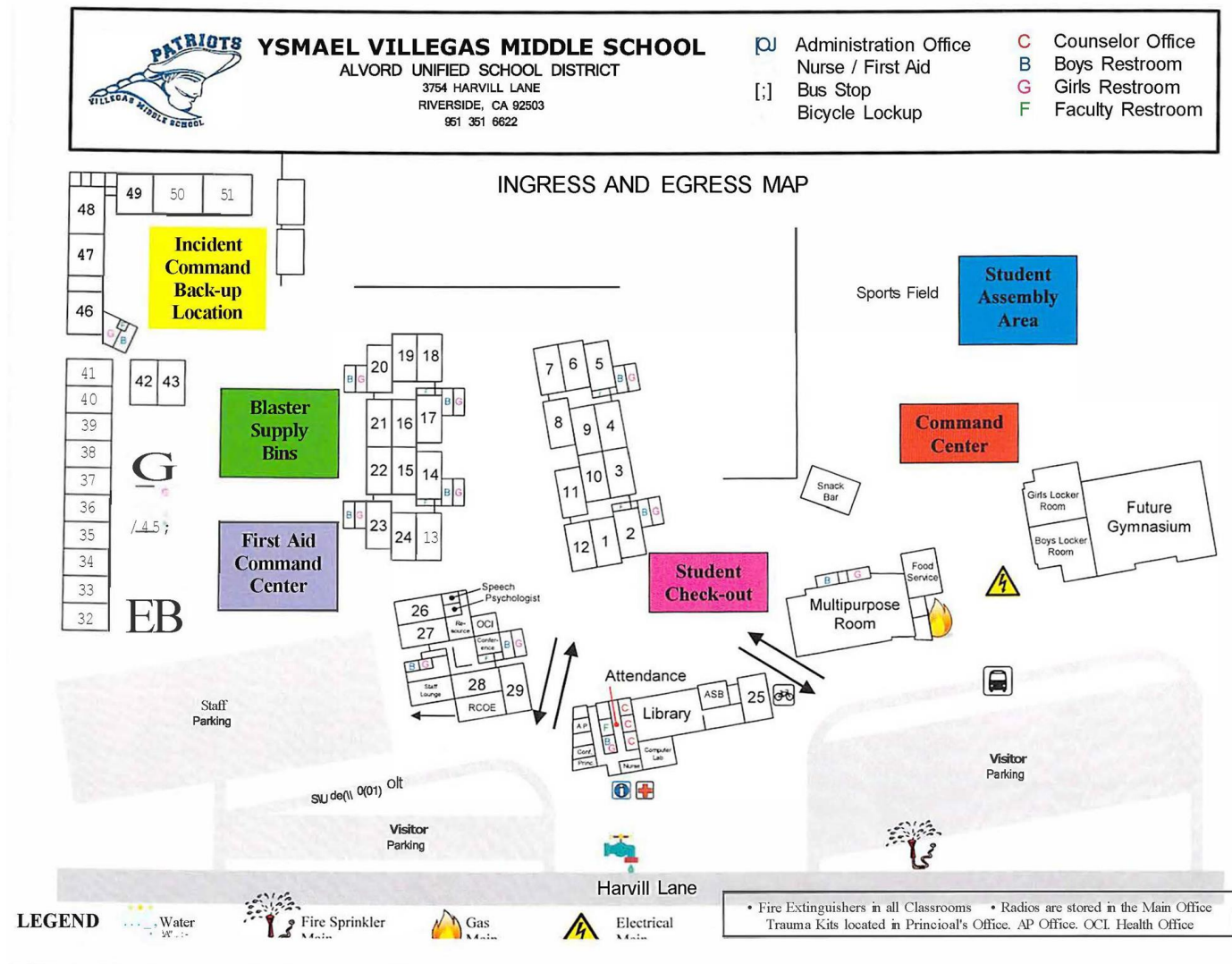
Villegas Middle School works with community partners to provide education and support for suicide prevention and anti-bullying campaigns. Our counseling team provides support in the form of classroom presentation, grade level meetings and one to one meetings with students. They also provide support and mental health referrals for students. Villegas also partners with community organizations such as the Wiley Center, McKinley and Care Solace to address student well being and mental health needs.

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

The Superintendent or designee shall develop procedures for identification of staff, students, and volunteers. Schools must include plans for:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel



Emergency Evacuation Routes and Procedures

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

- ☐ Off-campus evacuation site(s) have been identified on an aerial map provided to the district by Riverside Police Department's (RPD) Air Unit.
- ☐ Sets of aerial maps are kept in each of the three RPD SRO's patrol cars trunks; a set in the RPD Watch Commander's office; a set in the SRO Lieutenant's office; a set with in the Administrative Services office; and a set in the Student Services office.

Staff Training

The site has trained staff on an annual basis using the following methods:

*staff emergency handbooks are updated at the beginning of the school year and reviewed with staff during our initial staff meeting of the academic year. Updates or changes to procedures are shared at staff meetings as needed. Administrators participate in after action reviews of drills such as fire drills, lockdown drills and earthquake drills and review the results with staff at staff meetings. Check-ins and reviews are also done prior to the Great California Shakeout event.

In an Emergency Building Evacuation, all employees will:

- ☐ Upon emergency alert, secure work area and depart/report to assigned area.
- ☐ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ☐ DO NOT re-enter the building without permission or request of emergency service authorities.
- ☐ Remain in the general assembly areas and calm students if not assigned another duty.
- ☐ When signaled to re-enter safe areas of the school, quickly do so. Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- ☐ Upon emergency alert, assemble students for evacuation using designated routes and account for all students.
- ☐ Secure room. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ☐ Upon arrival at the assembly area, account for all students.
- ☐ Secure medical treatment for injured students.
- ☐ Report any students missing or left behind because of serious injuries.
- ☐ Stay with and calm students.
- ☐ If signaled to re-enter school, assure students do so quickly and calmly.
- ☐ Account for all students.
- ☐ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ☐ Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- ☐ Notify the Superintendent of the campus evacuation.
- ☐ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ☐ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Accommodations for People with Special Needs

It is critical to make appropriate accommodations to ensure the safety of students and staff with special needs.

☐ Identification

- Identify and document staff and students with special needs and the types of assistance required in an emergency.
- Keep an up-to-date list of staff and students with special needs in the office and classroom emergency packet.
- On the up-to-date list, highlight those with priority needs in the event of an evacuation. (i.e. ambulatory vs. non-ambulatory, verbal vs. nonverbal)
- Create a system to keep this information up-to-date and accessible by all who might need it in event of emergency, including classroom teachers.
- Allow visitors to self-identify their special evacuation needs via sign-in log.

☐ Evacuation routes and maps:

- Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
- Review all paths of travel and potential obstacles to determine most practical evacuation routes.
- For individuals with mobility impairments avoid barriers such as stairs and narrow doors.
- Include special needs evacuation information indicating primary and secondary exits in all campus emergency packets.
- Identify areas of rescue where students with special needs can wait for assistance if necessary.

☐ Training and drills:

- Provide training for those designated to evacuate students with special needs.
- Include individuals with special needs when conducting evacuation drills.
- Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
- Review emergency protocol to address confrontational student/staff behavior during evacuation. If a person refuses to move and all possible strategies have been employed, rescuer must self-evacuate. Under no circumstances may an individual re-enter a building once evacuated.

☐ Equipment and supplies:

- Have student carry medical information in wallet, purse, or backpack.
- If reliant on battery-operated technology, have student carry extra batteries in wallet, purse, or backpack.



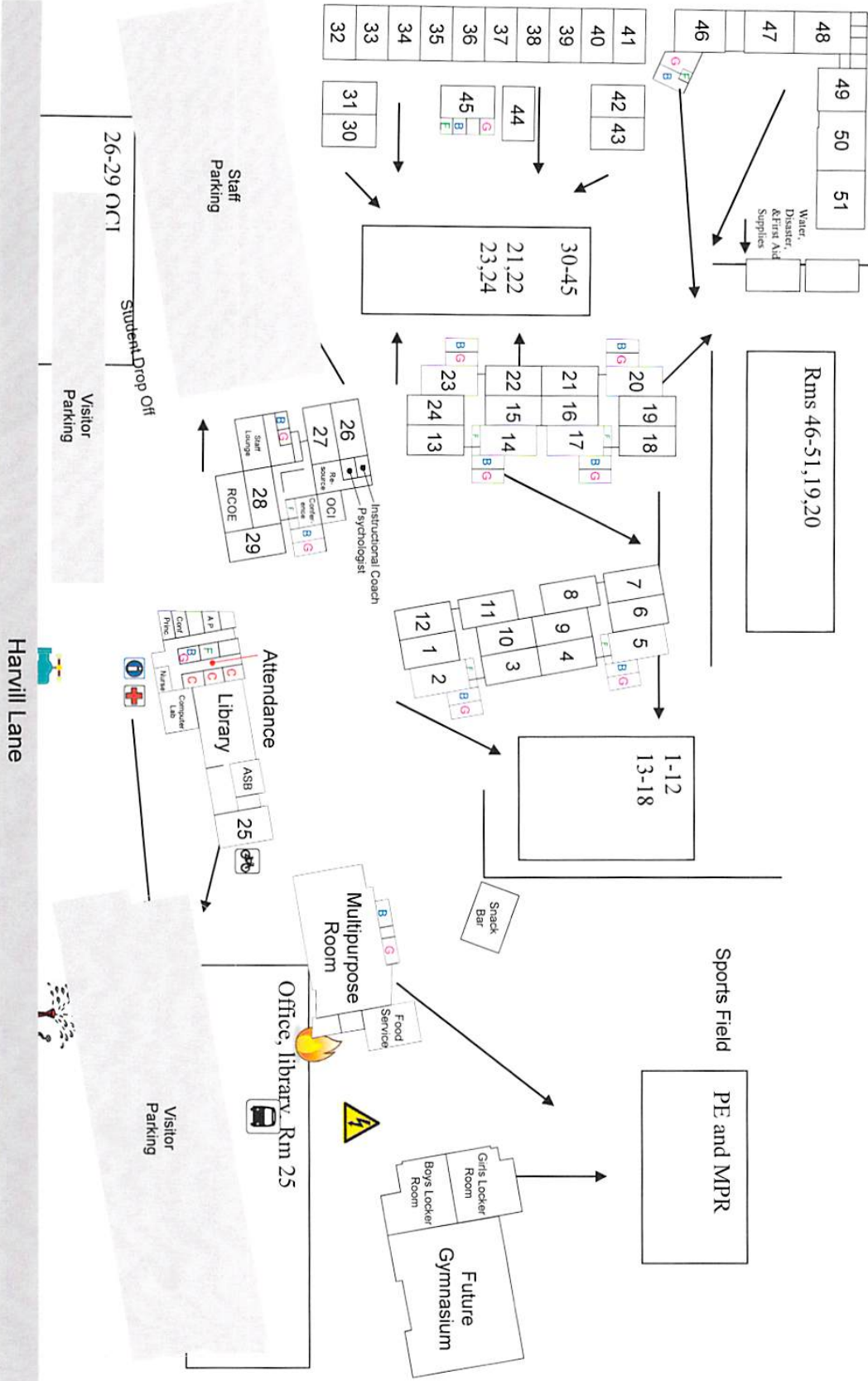
YSMAEL VILLEGAS MIDDLE SCHOOL **ALVORD UNIFIED SCHOOL DISTRICT**

3754 HARVILL LANE
 RIVERSIDE, CA 92503
 951 351 6622



Administration Office
 Nurse / First Aid
 Bus Stop
 Bicycle Lockup

C Counselor Office
B Boys Restroom
G Girls Restroom
F Faculty Restroom



LEGEND



Water



Fire Sprinkler

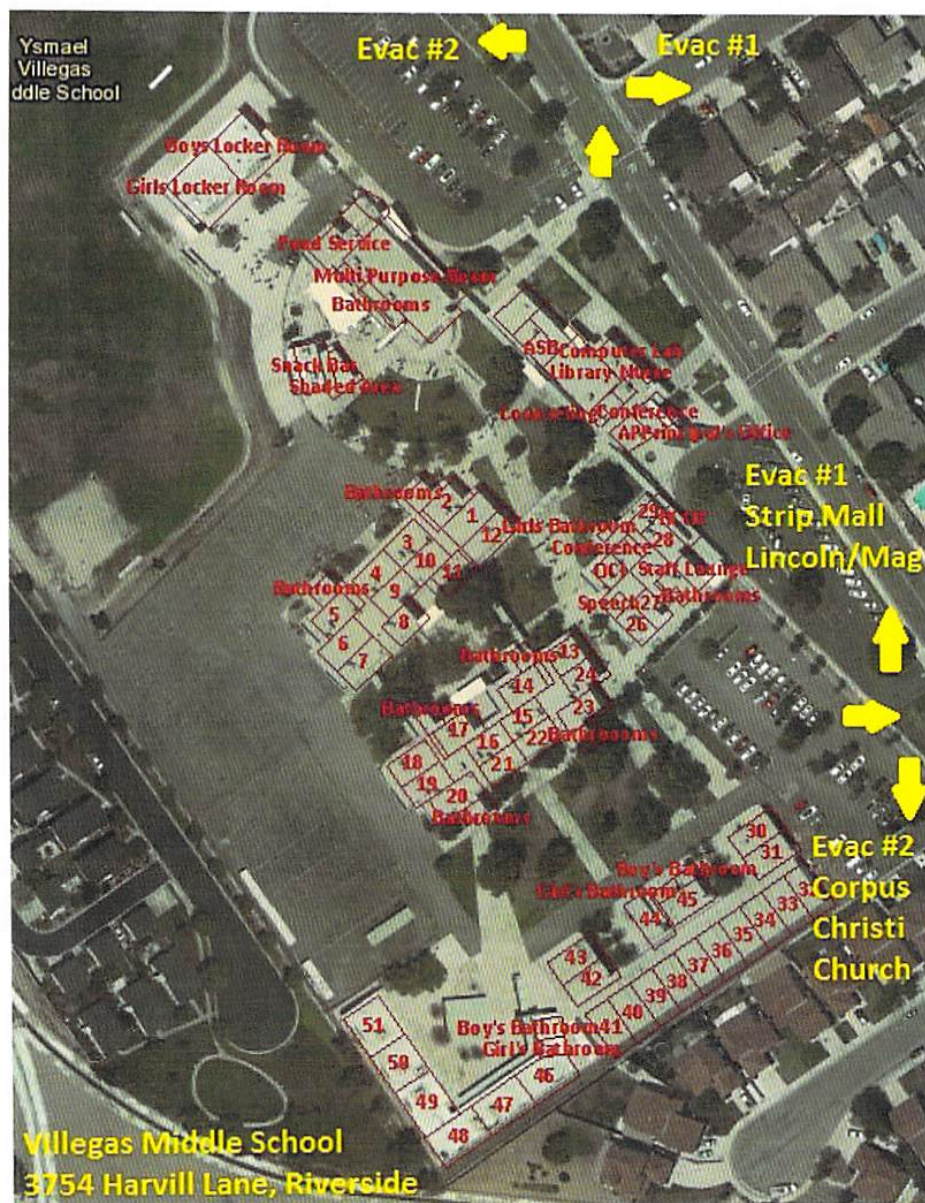


Gas



Electrical

* Fire Extinguishers in all Classrooms * Radios are stored in the Main Office
 Trauma Kits located in Principal's Office, AP Office, OCL, Health Office



Reunification

It is the responsibility of school personnel to assure the reunification of students with their parents/guardians or authorized adult through separate request and release gates. The student release process may be supported by student runners. Refer all requests for information to the Public Information Officer (PIO).

- ☐ Check with Operations Chief for assignment to Request Gate or Release Gate
- ☐ Obtain necessary equipment and forms from Logistics
- ☐ Secure area against unauthorized access.
 - Mark gates with signs.
- ☐ Set up Request Gate at the main student access gate.
 - Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside the fence at Request Gate.
 - Have enough Student Release Forms for every student
 - Assign volunteers to assist.
- ☐ Set up Release Gate some distance from Request Gate.

Follow procedures outlined below to ensure the safe reunification of students with the parents/guardians or authorized adult:

- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ Staff files the Emergency Card in the "out box."
- ☐ Runner takes form to the designated classroom evacuation site.
- ☐ If a parent refuses to wait in line, do not argue
- ☐ Note the time with appropriate comments on the Emergency Card and place in "out box."

If student is WITH class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "Sent with Runner"
- ☐ If appropriate, teacher sends parent copy of First Aid Form with runner
- ☐ Runner walks student(s) to Release Gate
- ☐ Runner hands paperwork to release personnel
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.
 - Parents are given the Notice of First Aid Care Given, if applicable

If student is NOT with class:

- ☐ Teacher makes appropriate notation on Student Release Form:
 - "Absent" if the student was never at school that day
- ☐ "First-Aid" if student is in Medical Treatment Area
- ☐ "Missing" if student was in school, but now cannot be located
- ☐ Runner takes Student Release Form to Command Post (CP)
- ☐ CP verifies student location if known and directs runner accordingly
- ☐ Parent should be notified of missing student status by a staff member and escorted to crisis counselor
- ☐ If student is in First Aid, parent should be escorted to Medical Treatment Area
- ☐ If student was marked absent, parent will be notified by staff member

Closing Down:

- ☐ At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- ☐ Complete all paperwork and turn into the Documentation Unit

Emergency and Disaster Response Procedures

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (California Education Code §32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (California Education Code §32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. **DROP** to the ground.
 - b. **COVER** the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. **HOLD** onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take attendance, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

- 1. The Principal or Designee will:**
 - o Order an evacuation if the fire alarm doesn't work
 - o Call 911
 - o Notify the Superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
6. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the Fire Department by calling 911.
3. Notify the Superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

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

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

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a **STAGE 3 EMERGENCY**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- ☐ Contact Maintenance and Operations immediately if your site is experiencing a blackout.
- ☐ Phones that require power from an electrical outlet will not work. Communication to the district office will need to be done by radio or cell phone.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ **DO NOT USE** candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

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

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

Communication

Email Communication

- ☐ Communications with district crisis personnel is typically via email using the crisis email list for notifications whenever a call is place to request an ambulance, police officer, or fire department
- ☐ Crisis email lists are also used to notify district crisis personnel whenever a lockdown has been initiated for ANY reason
- ☐ The crisis email list only notifies district crisis personnel; it DOES NOT summon public safety officials for you
- ☐ After a call to 911 has been placed or a lockdown has been initiated, send the appropriate crisis email.
 - Do not wait until the situation has been resolved
 - The purpose of the crisis email is to alert certain staff members, alert the assigned school resource officers, and place district resources at your disposal should the need arise

Crisis Email Lists

The crisis email lists are:

- ☐ **Crisis – Ambulance:** To be used when a 911 call has been made to request an ambulance
- ☐ **Crisis – Fire:** To be used when a 911 calls has been made to the Fire Department
- ☐ **Crisis – Lockdown:** To be used when a site has initiated lockdown procedures for ANY reason
- ☐ **Crisis – Police:** To be used when a 911 call has been made for Police assistance

Security Alert

Purpose: The protocol will be followed if an event requires heightened security measures and/or greater presence of staff while still being at a lower level than a Lockout. The Security Alert protocol will allow for the teaching day to continue without disruption but allow for greater awareness of potential threats. School will dismiss at normal times and students may be checked in and out by parents and guardians. The Security Alert protocol can be initiated by the police department, the fire department, the school district or by the individual school site.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take attendance and report any missing students and their location to the office.
4. Do not allow students to leave the room until the **ALL CLEAR** signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until **ALL CLEAR** is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: **"We are in lockdown, please secure your rooms."** This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- ☐ Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest

- ☐ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Designate assigned individual to lock all doors leading into administration building.
- ☐ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- ☐ Contact school resource officer or other security personnel and provide available information.
- ☐ When able, alert Superintendent's office.
- ☐ RPD SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in Student Services and with Administrative Services. Officers, as well as, their Lieutenant and Watch Commander have an aerial map of each school. RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- ☐ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- ☐ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ☐ Meet law enforcement at Incident Command Post.
- ☐ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ☐ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ☐ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
- ☐ Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ☐ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ☐ Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ☐ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ☐ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available

channels of communication are disabled and the injury is life- threatening, slide Red Cross placard (found in the emergency packet) under the door.

- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- ☐ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- ☐ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ☐ Do **not** chase students that run. Let them go.
- ☐ Do **not** go into rooms that cannot be secured and offer no way out.
- ☐ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- ☐ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- ☐ Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- ☐ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- ☐ If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- ☐ If safe to do so, take attendance and document on appropriate form.
- ☐ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- ☐ Gather students together and organize into an orderly formation.
- ☐ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- ☐ Follow pre-arranged evacuation route to evacuation location.
- ☐ Upon arrival at the pre-arranged location, take attendance.
- ☐ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- ☐ Through drills and training, pre-determine and practice where staff can safely hide.
- ☐ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- ☐ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

If the active shooter is nearby:

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- ☐ Remain calm, and follow officers' instructions.
- ☐ Put down any items in your hands (i.e., bags, jackets).
- ☐ Immediately raise hands and spread fingers. Keep hands visible at all times.
- ☐ Avoid making quick movements toward officers such as holding on to them for safety.
- ☐ Avoid pointing, screaming and/or yelling.
- ☐ Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- ☐ Location of the active shooter
- ☐ Number of shooters, if more than one
- ☐ Physical description of shooter(s)
- ☐ Number and type of weapons held by the shooter(s)
- ☐ Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

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

When instructed or when an alerting system triggers a Shelter-in-Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- ☐ Attempt to gain as much information as possible when the threat is received.
- ☐ Do not hang up on the caller.
- ☐ Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- ☐ Call 911.
- ☐ Notify Superintendent's Office
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification. Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.

- ☐ If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- ☐ If and when possible, call Administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and personnel.
- ☐ Determine whether to initiate Shelter-in-Place Protocol.
- ☐ Secure the area (block points of entry).
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent and Administrative Services **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call Maintenance and Operations and/or Administrative Services. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- ☐ Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- ☐ Close windows and blinds. Move everyone away from windows.
- ☐ Take attendance. List any missing students or staff members and their possible locations.
- ☐ Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- ☐ Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound

decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as Very High or Dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "High" (80°-98°), the following precautions should be observed:

- ☐ Students and staff shall be encouraged to wear light clothing
- ☐ Students and staff physical activity, both indoors and outdoors shall be limited
- ☐ Students and staff shall be encouraged to remain in areas protected from the sun
- ☐ Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the school are notified of a smoke alert, either by AQMD or the City of Riverside or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- ☐ **Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- ☐ **Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- ☐ **1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- ☐ **Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- ☐ **DROP** down on the floor.
- ☐ Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ **HOLD** onto the furniture and be prepared to move with it.
- ☐ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

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

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

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

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

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

Initial contact

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

Assess respiration (normal, rapid, absent)

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

Assess perfusion (pulse, bleeding)

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

Assess Mental Status (commands, movement)

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

Automated External Defibrillator (AED)

The three comprehensive high school sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

*N/A

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The Principal/Designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the Principal/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Principal/Designee.

The Superintendent/Designee will act as the official spokesperson for the District in an emergency situation. As such, all inquiries must be directed to the Superintendent/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its Site Disaster/Emergency Preparedness Map a pre-established Media Reporting Check-In location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

Order of Succession

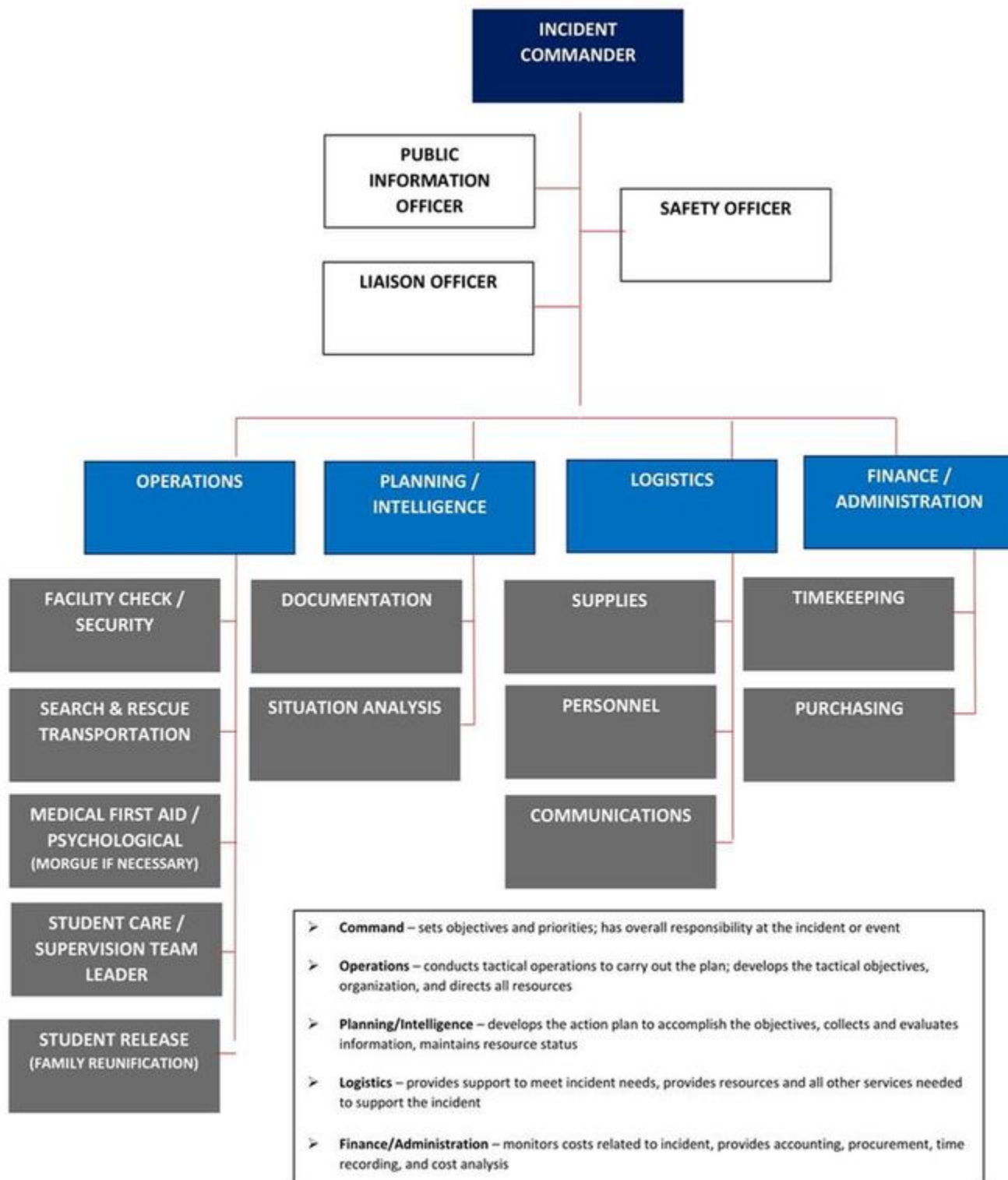
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Kristen Moorhouse
2. Administrative Designee – Erik Ramirez
3. Administrative Designee/Other – Jennifer Burcham
4. Administrative Designee/Other – April Velasco

Should any of these people move to the Incident Command position, other staff will have to be assigned to fill the role previously designated to them.

Incident Command Center

SEMS / NIMS Structure



Emergency Operations Center – Team Assignments

Principal – Kristen Moorhouse

Incident Commander – Kristen Moorhouse

Safety Officer – Erik Ramirez

Liaison Officer – April Velasco

Public Information Officer – Jennifer Burcham

OPERATIONS

Operations Chief – Debbie Dunn

Facility Check / Security Lead – Head Custodian, Tucker, Phengsi, Monreal

Search and Rescue Team / Transportation Lead – C. Rogers, M. Mackintosh, M. Davis, I. Ventura

(Team members assigned as needed for search and rescue and transportation to First Aid)

Medical First Aid / Psychologist Team Lead – C. Harris and L. Stager

(Other site personnel will be added to this team depending on need)

Student Care / Supervision Lead – A. Carrillo, R. Esparza, and S. Ontiveros

(Teachers and paraeducators start on this team until staff and student accountability is complete or unless otherwise assigned)

Student Release Team Lead – M. Gianella, C. Viramontes, B. Navarro, and N. Moyers

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Amy Hofschroer

Documentation – Beth Newell

(Additional staff as needed for documentation and/or runners)

Situation Analysis – Denyse Buck

LOGISTICS

Logistics Chief – Carrie Fowler

Supplies Lead – Kathleen Orr

Personnel – Amber Fleeman

Communications – Belinda Bettis

(Others may be assigned to these areas depending on the need)

FINANCE / ADMINISTRATION

This area is set up last and often at the end of an event for financial reimbursement and accountability purposes

Finance / Administration Chief – Cindy Viramontes

Timekeeping – Michelle Gianella

Purchasing – Cindy Viramontes

Buddy Roster

Each staff member will locate and attempt to determine whether their buddy has been injured in the emergency or may be off site. If a buddy cannot be located, that information should be given to the Logistics Chief who will inform the Search and Rescue Lead to alert the Search and Rescue Teams to look for the missing person in the course of their search.

Staff From Room:	Staff From Room:
McLain and A. Kidd	Berland and Wiese
Ventura and Estabrooks	Flores and Orr
Lawson and Survillas	Alvarez Nieto and Padilla
Sherman and Wilson	Wymer and Newell
Hales and Griesinger	Falck and Fraire
Leach and Vines	Stoll and Fowler
Ohlheiser and Russell	S. Albaba and Fleeman
Davis and Raygoza	Hofschroer and Mackintosh
Bernard and N. Albaba	Martinez and Pruitt
Mahmoud and Atencio	Fitz, Tucker, and Filadelfia
Phengsi and Haring	Rogers and B. Kidd
Bennet and Manhart	Cortez, Dunn, and Monreal
Williams and Mobley	Stager, Mejia, and Buck
Burcham, Moorhouse and Ramirez	Bettis, Carrillo, Esparza and Ontiveros
Gianella and Viramontes	Navarro and Moyers
Murillo, Moreno, Macias, Reynosos	Arenas, Castro, Ogas, Ojeda, Parks, Ramirez, Walton
Kaspereen and I. Navarro	Braund, Brown, Mangaicavall, Paulson, Rodriguez
Gale and Barnthouse	Primetime and IT

All employees must first verify their “buddy” is on site and able to evacuate. Report any “buddy” who is unaccounted for to the Logistics Chief. Any itinerant employee who is at another site during a disaster or emergency must report to the Incident Commander at that site for an assignment.

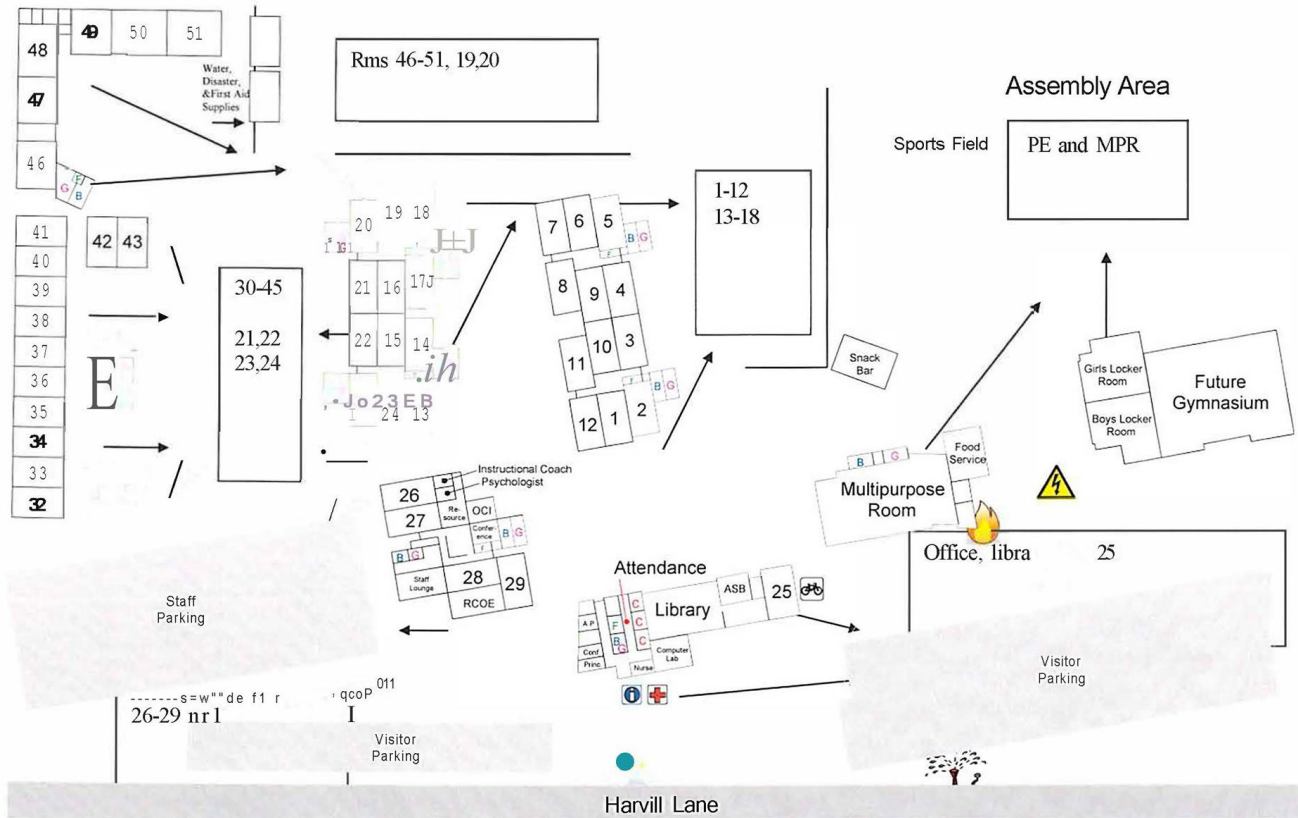
Even though employees have a team assignment for purposes of this plan, each employee must be prepared to fill another role if called on to do so during an actual emergency.

Staging Areas



YSMAEL VILLEGAS MIDDLE SCHOOL
 ALVORD UNIFIED SCHOOL DISTRICT
 3754 HARVILL LANE
 RIVERSIDE, CA 92503
 951 351 6622

- | | | | |
|--|-----------------------|--|------------------|
| | Administration Office | | Counselor Office |
| | Nurse / First Aid | | Boys Restroom |
| | Bus Stop | | Girls Restroom |
| | Bicycle Lockup | | Faculty Restroom |



LEGEND

- | | | | | | | | |
|--|-------|--|----------------|--|-----|--|------------|
| | Water | | Fire Sprinkler | | Gas | | Electrical |
|--|-------|--|----------------|--|-----|--|------------|

* Fire Extinguishers in all Classrooms • Radios are stored in the Main Office
 Trauma Kits located in Principals' Office, AP Office, OCL Health Office

Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus

- **Assess type and scope of emergency**
- **Determine threat to human life and structures**
- **Implement emergency/disaster plan and hazard specific procedures**
- **Develop and communicate an incident action plan with objectives and a time frame to meet those objectives**
- **Activate functions (assign positions) as needed**
 - Fill in Incident Command Structure (ICS) organizational chart
 - Appoint back-up or an alternate IC
- **Continue to monitor and assess total school situation:**
 - View site map periodically for Search & Rescue progress and damage assessment information
 - Check with Section Chiefs for periodic updates
 - Reassign personnel as needed
- **Report (through Communications) to District Office on status of students, staff, campus as needed (Site Status Report)**
- **Develop and communicate revised incident action plans as needed**
- **Begin student release when appropriate**
 - No student should be released until student accounting is complete
 - Never send students home before the end of the regular school day unless directed by the Superintendent except individuals on request of parent/guardian
- **Authorize release of information**
- **Utilize your back-up IC: plan and take regular breaks 5-10 minutes/hour away from the CP**
- **Plan regular breaks for all staff and volunteers**
- **Release teachers as appropriate per District guidelines**
 - By law, during a disaster, teachers become “Disaster Service Workers”
- **Remain on and in charge of your campus until redirected or released by the Superintendent of designee**

Closing Down:

- **Authorize deactivation of sections, branches, or units when they are no longer required**
- **At the direction of the Superintendent or designee, deactivate the entire emergency response**
 - If Fire Department or other outside agency call an “ALL CLEAR,” contact the District before taking any further action
- **Ensure that any open actions not yet completed will be taken care of after deactivation**
- **Ensure the return of all equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit
- **Proclaim termination of the emergency and proceed with recovery operations as necessary**

Command Post Equipment / Supplies:

- Campus map

- ALL job descriptions on a clipboard
- Master keys
- Staff and student rosters
- School district radio (Emergency radio)
- Disaster response forms
- Campus 2-way radios
- Emergency / disaster plan
- AM / FM radio (battery)
- Bullhorn
- Tables and chairs (if CP is outdoors)

Appendix – Safety Officer

Section: Command

SAFETY OFFICER

The Safety Officer ensure that all activities are conducted in as safe a manner as possible under the circumstances which exist.

- **Check in with Incident Commander for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log**
 - o Maintain all required records and documentation to support the history of the emergency or disaster
 - o Document:
- **Messages received**
- **Action taken**
- **Decision justification and documentation; Requests filled**
- **Monitor drills, exercises, and emergency response activities for safety**
- **Identify and mitigate safety hazards and situations**
- **Stop or modify all unsafe operations**
- **Ensure that responders use appropriate safety equipment**
- **Think ahead and anticipate situations and problems before they occur**
- **Anticipate situation changes, such as severe aftershocks, in all planning**
- **Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions**

Closing Down:

- **When authorized by the IC, deactivate the unit and close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit
- **Return equipment and reusable supplies to Logistics**

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

The public has the right and need to know important information related to emergencies/disasters at the school site as soon as it is available.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, they will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

New conferences and press releases must be approved by the District PIO before release.

- **Determine a possible “news center” site as a media reception area**
 - o Locate away from the Command Post and students
 - o Get approval from the Incident Commander (IC)
- **Identify yourself as the “PIO”**
- **Consult with District PIO to coordinate information release**
- **Assess situation and obtain statement from IC; tape record if possible**
- **Advise arriving media that the site is preparing a press release and approximate time of its issue**
- **Open and maintain a position log of your actions and all communications**
 - o If possible, take media briefings
 - o Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
 - o Incident or disaster cause and time of origin
 - o Size and scope of the incident
 - o Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
 - o Resources in use
 - o Best routes to school if known and appropriate
 - o Any information school wishes to be released to the public
- **Read statements if possible**
- **When answering questions, be complete and truthful, always considering confidentiality and emotional impact.**
 - o Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
 - o Avoid use of the phrase “no comment.”
- **Remind school site / staff volunteers to refer all questions from media or waiting parents to the PIO**
- **Update information periodically with IC**
- **Ensure announcements and other information are translated in other languages as needed**
- **Monitor news broadcasts about incident**
 - o Correct any misinformation heard

Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
 - o Direct staff members to sign out through Finance / Administration

- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- ☐ Position identifier (safety vest)
- ☐ Job description clipboard
- ☐ Battery operated AM / FM radio
- ☐ Paper, pencils, marking pens
- ☐ School site map(s) and area maps
- ☐ 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Command

LIAISON OFFICER

The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

- **Check in with Incident Commander (IC) for situation briefing**
- **Determine your personal operating location and set up as necessary**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log.**
 - Maintain all required records and documentation to support the history of the emergency or disaster
- **Brief Agency Representatives on current situation, priorities and incident action plan**
- **Ensure coordination of efforts by keeping IC informed of agencies' actions plans**
- **Provide periodic update briefings to Agency Representatives as necessary**

Closing Down:

- **At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- 2- way radio *
- Job description clipboard
- Clipboard, paper, pens

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Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security; Search and Rescue; Medical; Student Care/Student Release.

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Assume the duties of all operations positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**
- **If additional supplies or staff is needed for the Operations Sections, notify Logistics.**
 - When additional staff arrive, brief them on the situation and assign them as needed
- **Coordinate Search and Rescue operations**
 - Appoint Search and Rescue Team Leader to direct their operations if necessary
- **As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander**
- **Inform the Incident Commander regarding tasks and priorities**
- **Make sure that the operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities**
- **Schedule breaks and reassign operations staff within the section as needed**

Closing Down:

- **At the Incident Commander's direction, release operations staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- Search and Rescue equipment including 2-way radio *
- School site map

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Appendix – Facility Check / Security

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

- **Wear hard hat and orange identification vest if available**
- **Take appropriate tools, job description clipboard, and radio**
- **As you do the following, observe the campus and report any damage by radio to the Command Post ***
- **Lock gates and major external doors if needed**
- **Locate / control / extinguish small fires as necessary**
- **Check gas meter and, if gas is leaking, shut down gas supply**
- **Shut down electricity only if building has clear structural damage or advised to do so by the Command Post**
- **Post yellow caution tape around damaged or hazardous areas**
- **Verify that campus is “locked down” and report same to Command Post**
- **Advise Command Post of all actions taken for information and proper logging**
- **Be sure that the entire campus has been checked for safety hazards and damage**
- **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety**
- **Route fire, rescue, police, etc. as appropriate**
- **Direct all requests for information to the Public Information Officer (PIO)**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest), hard hat, work gloves and whistle**
- **Job description clipboard**
- **2- way radio**
- **Master keys / Goggles, flashlight, dust masks, yellow caution tape, and shut-off tools**

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment**
- **Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response**
- **Assign teams based on available manpower, minimum 2 persons per team**

Perform visual check of outfitted team leaving Command Post; include radio check. Teams should be wearing sturdy shoes and safety equipment.

- **Record names and assignments before deploying teams**
- **Dispatch teams to known hazards or situations**
 - o Send specific map assignment with each team
- **Remain at the Command Post in radio contact with Search and Rescue Team**
- **Record all teams' progress and reports on site map, keeping others at Command Post informed of problems**
 - o When a room is reported clear, mark a "C" on the map
- **If injured students are located, consult Operations Chief for response**
 - o Utilize Transport Teams or send a First Aid Team
- **Record exact location of damage and triage tally on map**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple ***
 - o Do not use codes
- **10-codes or police codes**

Closing Down:

- **Record the return of each Search and Rescue team**
 - o Direct them to return equipment and report for additional assignment to Logistics
- **Provide logs and other relevant documents to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- Job description clipboard
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment. See list below.**
- **You should be wearing sturdy shoes and long sleeves**
- **Check in at Command Post for assignment**

Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.

Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. Be aware of the possibility of aftershocks.

- **Use chalk to make a “slash” mark on the door when entering the room**
- **Check under desks and tables.**
 - o Search visually and vocally
 - o Listen
- **When leaving each room, make another “slash” on the door to form an “X”**
- **When an injured victim is located, team transmits location and condition of injured to Command Post.**
 - o Do NOT use names of students or staff
 - o Follow directions from Command Post
- **Record exact location of damage and triage tally and report to Command Post**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple – Do NOT use codes ***

Closing Down:

- **Record equipment to Logistics**
- **Provide maps and logs to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape, chalk
 - o Use chalk or masking tape to make a “slash”

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

MEDICAL TEAM LEADER

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- **Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs**
- **Make personnel assignments**
 - If possible, assign a minimum of:
 - **2 people to Triage**
 - **2 to Immediate Medical Attention**
 - **2 to Delayed Attention**
 - **2 to Psychological**
 - **Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles**
 - Obtain equipment and supplies
- **Assess available inventory of supplies and equipment**
- **Review safety procedures and assignments with personnel**
- **Establish point of entry (“Triage”) into treatment area**
- **Establish “Immediate” and “Delayed” treatment areas**
- **Set up a separate Psychological first aid area if staff levels are sufficient**

Operational Duties:

- **Oversee care, treatment, and assessment of patients**
- **Ensure caregiver and rescuer safety**
- **Make sure that accurate records are kept**
- **Provide personnel response for injuries in remote locations or request Transport Team from Logistics**
- **If needed, request additional personnel from Logistics**
 - Brief newly assigned personnel
- **Report deaths immediately to the Operations Chief**
- **Keep Operations Chief informed of overall status**
- **Set up morgue, if necessary, in cool, isolated, secure area**
- **Stay alert for communicable diseases and isolate appropriately**

Closing Down:

- **At the Incident Commander’s direction, release Medical staff no longer needed**
- **Direct staff members to sign out through Finance / Administration**
- **Record equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, deactivate the section and close out all logs.**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Job description clipboard**
- **Emergency first aid supplies kit**
- **Clipboards, pens, pencils, marking pens**
- **2-way radio ***

- Blankets
- Tables and chairs
- Ground cover / tarps
- Staff and student medication from the Health Office
- Wristbands
- Identification tags

Forms

- First aid care log
- Personnel assignment form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

Use approved safety equipment and techniques. Obtain and wear personal safety equipment including latex gloves. Check with Medical Team Leader for assignment.

Operational Duties:

- **Administer appropriate first aid**
- **Keep accurate records of care given**
- **Continue to assess victim at regular intervals**
- **Report deaths immediately to Medical Team Leader**
- **If and when transport is available, do final assessment and document on triage tag (if available).**
 - Keep and file records for reference – Do NOT send with victim

Triage Entry Area:

- **Staff with a minimum of 2 trained team members, if possible**
- **One member confirms triage category, attaches triage tag, and directs to proper treatment area**
 - I = Immediate assistance needed
 - D = Delayed assistance
 - X = Dead
 - No treatment takes place at this station
 - Assess victim's condition if not tagged or identified
- **Second team member log victims' names on form and sends forms to Command Post as completed**

Treatment Areas – “Immediate” and “Delayed)

- **Staff with minimum of 2 team members per area, if possible**
- **One member completes secondary head-to-toe assessment**
- **Second member records information on triage tag and on-site treatment records**
 - Follows categories: Immediate, Delayed, Deceased
- **When using 2-way radio, do NOT use names of injured or dead**

Closing Down:

- **Return equipment and unused supplies to Logistics**
- **Clean up first aid area – dispose of hazardous waste safely**
- **Complete all paperwork and turn into the Documentation Unit**

Forms

- **Triage tags**
- **First Aid log**

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

- **Check with Operations Chief for direction**
- **If directed, set up morgue area.**
 - Verify: Tile, concrete, or other cool floor surface accessible to Coroner's vehicle away from assembly area
 - Keep unauthorized persons out of morgue

Operational Duties:

- **After pronouncement or determination of death: Confirm that the person is actually dead**
- **Do NOT move the body until directed by Command Post**
 - Do Not remove any personal effects from the body; Personal effects must remain with the body at all times
- **As soon as possible, notify Operations Chief, who will notify the Command Post**
 - Command Post will attempt to notify law enforcement authorities of the location and, if know, the identity of the body
 - Law enforcement will notify the Coroner
- **Keep accurate records and make available to law enforcement and/or the Coroner when requested**
- **Write the following information on two tags:**
 - Date and time found
 - Exact location where found
 - Name of decedent if known
 - If identified: how, when, by whom
 - Name of person filling out tag
 - Attach one tag to body
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping**
 - Securely attach the second tag to the outside of the bag
 - Move the body to the morgue
- **Place any additional personal belongings found in a separate container and label as above**
 - Do NOT attach to the body, store separately near the body

Closing Down:

- After all bodies have been picked up, close down the morgue
- Return all equipment and unused supplies to Logistics
- Clean up area – Dispose of hazardous waste safely
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Tags, pens / pencils
- Trash bags
- Duct tape
- Plastic tarps
- 2-way radio *
- Wristbands
- Identification tags

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Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area

Operational Duties:

- **Check in with Operations Chief for situation briefing**
- **Assign personnel to assignments as needed**
- **If school is evacuating:**
 - Verify that the assembly area and routes to it are safe
 - Count the classrooms as they exit to make sure that all classes evacuate
- **Initiate the set-up of portable toilet facilities and hand washing stations**
- **Monitor the safety and well-being of the students and staff in the Assembly Area**
- **Administer minor first aid as needed**
- **Support the Student Release process**
- **When necessary, provide water and food to students and staff**
- **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease**
- **Make arrangements to provide shelter for students and staff**
- **Arrange activities and keep students reassured**
- **Update records of the number of students and staff in the assembly area (or in the buildings)**
- **Direct all requests for information to the PIO**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, closet out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest)**
- **2-way radio ***
- **First aid kit**
- **Water**
- **Food**
- **Sanitation supplies**

Student Activities:

- **Books, games, coloring books, etc.**

*** Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.**

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

Certificated staff, school secretary, other available staff and disaster volunteers. Use buddy system. Student Release process may be supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates

Start-Up Actions:

- **Check with Operations Chief for assignment to Request Gate or Release Gate**
- **Obtain necessary equipment and forms from Logistics**
- **Secure area against unauthorized access**
 - Mark gates with signs
- **Set up Request Gate at the main student access gate**
 - Use alphabetical grouping signs to organize parent requests
- **Have Student Release Forms available for parents outside of fence at Request Gate**
 - Assign volunteers to assist
- **Set up Release Gate some distance from Request Gate**

Operational Duties:

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians

Refer all requests for information to the Public Information Officer (PIO). Do not spread rumors!

- If volunteers arrive to help, send them to Logistics

Procedures:

- **Requesting adult fills out Student Release Form; gives it to staff member and show identification**
- **Staff verifies identification**
 - Pull Emergency Card from file and verifies that the requester is listed on the card
- **Staff instructs the requester to proceed to the Release Gate**
- **Staff files the Emergency Card in the out box**
- **Runner takes form to the designated classroom evacuation site**

Note: If a parent refuses to wait in line, do NOT argue. Note time with appropriate comments on Emergency Card and place in box.

If student is with class:

- **Runner shows Student Release Form to the teacher**
- **Teacher marks box, "Sent with Runner"**
 - If appropriate, teacher sends parent copy of first aid form with runner
- **Runner walks student(s) to Release Gate**
- **Runner hands paperwork to release personnel**
- **Release staff matches student to requester**
 - Verify proof of identification
 - Ask requester to fill out and sign the lower portion of Student Release Form
 - Release student

- o Parents are given the notice of first aid care given, if applicable

If student is NOT with class:

- **Teacher makes appropriate notation on Student Release Form:**
 - o “Absent” if student was never in school that day
 - o “First aid” if student is in Medical Treatment Area
 - o “Missing” if student was in school, but now cannot be located
- **Runner takes Student Release Form to Command Post**
- **Command Post verifies student location if known and directs runner accordingly**
- **Parent should be notified of missing student status by a staff member and escorted to crisis counselor**
- **If student is in first aid, parent should be escorted to Medical Treatment Area**
- **If student was marked absent, parent will be notified by a staff member**

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Pens, stapler
- Boxes of Emergency Cards
- Parent Request Gate and Release Gate signs
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Signs for “Request Gate” and “Release Gate”

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource teams.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Assume the duties of all Planning/Intelligence positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the positions checklist**
- **Assist Incident Commander in writing Action Plans**

Closing Down

- **At the IC's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Planning/Intelligence positions have been accomplished**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Dry-erase pens
- Site map(s)
- Paper, pens

Forms:

- Emergency Time / Situation Report
- Staff and Student Accounting Form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Maintain time log of the incident noting all actions and reports**
- **Record content of all radio communications with District Emergency Operations Center (EOC)**
- **Log in all written reports**
- **File all reports for reference (file box)**
- **IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents**

Student and Staff Accounting:

- **Receive, record, and analyze Student Accounting forms**
- **Check off staff roster**
 - Compute number of students, staff and others on campus for Situation Analysis; update periodically
- **Report missing persons and site damage to Command Post**
- **Report first aid needs to Medical Team Leader**

Closing Down

- **Collect and file all paperwork and documentation from deactivating sections**
- **Securely package and store these documents for future use**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Paper, pens
- Paper

Forms:

- Situation Report
- Operational Log

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

Situation Status (Map):

- **Collect, organize and analyze situation information**
- **Mark site map appropriately as related reports are received**
 - o This includes, but is not limited to, Search and Rescue reports and damage updates, giving a concise picture/status of campus
- **Preserve map – it is a legal document**
- **Use area-wide map to record information on major incidents, road closures, utility outages, etc.**
 - o This information may be useful to staff for planning routes home, etc.

Situation Analysis:

- **Provide current situation assessments based on analysis of information received**
- **Develop situation reports for the Command Post (CP) to support the action planning process**
- **Think ahead and anticipate situations and problems before they occur**
- **Refer all information request to the Public Information Officer (PIO)**

Closing Down

- **Close out all logs and turn all documents into Documentation**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- Site map of campus
- Map of county and local area
- File box(es)
- Paper, pens, dry erase markers

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Section: Logistics

LOGISTICS

Responsibilities:

This section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Open supplies container or other storage facility**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Ensure that the Command Post and other facilities are set up as needed**

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist**
- **Coordinate supplies, equipment, and personnel needs with the Incident Commander**
- **Maintain security of supplies and equipment**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Logistics positions have been accomplished**
- **Secure all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Inventory of emergency supplies on campus

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Open supplies container or other storage facility if necessary**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Set up the Command Post**

Operational Duties:

- **Maintain security of supplies and equipment**
- **Distribute supplies and equipment as needed**
- **Assist team members in locating appropriate supplies and equipment**
- **Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed**

Closing Down:

- **At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Deploy personnel as requested by the Incident Commander (IC)**
- **Sign in volunteers, making sure those volunteers are wearing I.D. badges**

Closing Down:

- **Ask volunteers to sign out**
- **At the Logistic Chief's direction, close out all logs and turn them in to the Documentation Unit**
- **Return all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *
- Paper, pens

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Forms:

- Emergency supply inventory
- Assignment Log

Appendix – Communications

Section: Logistics

COMMUNICATIONS

Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus 2-way radio, supported by student or disaster volunteer runners, and Disaster volunteer.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Communicate with district EOC per district procedures**
 - o At the direction of the Incident Commander (IC), report status of students, staff and campus, using Site Status Report Form
- **Receive and write down all communications from the district EOC**
- **Use runners as needed to deliver messages**
- **Maintain Communications Log:**
 - o Date
 - o Time
 - o Originator
 - o Recipient
- **Follow communications protocol**
 - o Do NOT contact the city directly if the district EOC is available
- **Direct the media or the public to the Public Information Officer (PIO)**
- **Monitor AM radio for local emergency news: KFI 640 AM**

Closing Down:

- **Close out all logs, message forms, etc. and turn them over to the Documentation Unit**
- **Return all equipment and unused supplies to Logistics**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- District 2-way radio *
- Tables and chairs
- File boxes, tote tray for outgoing messages
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Job descriptions clipboard and checklist
- Site Status Report
- Message forms

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing**

Operational Duties:

- **Assume the duties of all Finance/Administration positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Finance/Administration positions have been accomplished**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff**
- **Ensure that accurate records are kept of all staff members, indicating hours worked**
- **If district personnel not normally assigned to the site are working, be sure that records of their hours are kept**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records at information which relates to purchasing**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking purchases**
- **Support Logistics in making any purchases which have been approved by the Incident Commander**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

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Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



School Site Council

Meeting Date: Thursday, January 21, 2021

Meeting Location: Zoom Time: 3:30-4:30

MEETING AGENDA

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

1. Approval of Minutes of Meeting from 11/19/20
2. Approve Comprehensive School Safety Plan
3. Review and Approve amendment to School Site Council Bylaws to include a policy of nondiscrimination and equity

a. English - Article VIII

Policy of Nondiscrimination and Equity

Alvord Unified School District, and this School Site Council, prohibit unlawful discrimination targeting an individual, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

b. Spanish - Artículo VII

Política de Antidiscriminación y Equidad

El Distrito Escolar Unificado Alvord y este Concilio Escolar, prohíben la discriminación ilícita dirigida a toda persona, incluyendo acoso discriminatorio, intimidación o acoso escolar bullying en base a la raza real o aparente de un estudiante, color, ascendencia, nacionalidad, origen, estatus migratorio, identificación con grupo étnico, etnicidad, edad, religión, estado civil, embarazo, estatus parental, discapacidad física o mental, sexo, orientación sexual, género, identidad de género, expresión de género, información genética o cualquier otra condición o asociación protegida legalmente con alguna persona o grupo con una o más de estas características reales o aparentes.

4. Review Approve Categorical Expenditures - *List site categorical budgets that apply (LCFF-LI and LCFF-EL)*
- a. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure to pay extra hours for "other staff member" to serve on School Site Council NTE \$1000 (LCFF-LI)
 - b. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure for Library Materials (Purchase Library books, materials, and subscriptions to support classroom instructions) NTE \$2000 (LCFF-LI)
 - c. Reallocate expenditure from LCFF-LI for Teacher Training/subs to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, computers, teacher computers, Materials, headsets, cords, laminate, mice, etc.) NTE \$6,200 (LCFF-LI)
 - d. Reallocate expenditure from LCFF-EL for Teacher Training/Subs to an expenditure for Additional Hours for BIA(s) (Extra hours for BIAs in the classroom and virtual support) NTE \$3000 (LCFF-EL)
 - e. Reallocate expenditure from LCFF-EL for Teacher Training/Sub to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, Materials, headsets, cords, laminate, mice, etc.) NTE \$1200 (LCFF-EL)
 - g. Reallocate expenditure from LCFF-EL for ELAC Subs to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, Materials, headsets, cords, laminate, mice, etc.) NTE \$500 (LCFF-EL)

IV. Discussion/Information

- 1. Budget Reports
 - a. Budget Review
 - b. Discuss reallocation of LCFF-LI expenditures
 - c. Discuss reallocation of LCFF-EL expenditures
- 2. Training Topics:
 - a. School Plan for Student Achievement (SPSA) Input – Goals and Actions
 - b. School Plan for Student Achievement (SPSA) Input – Expenditures
- 3. Reports from Parent Committees
 - a. English Learner Advisory Committee (ELAC/DELAC)
 - b. Parent Teacher Organization (PTO)
 - c. Action Team for Partnership (ATP)
 - d. Parent Advisory Committee (PAC)
- 4. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - b. Parent and Family Involvement Opportunities
 - c. Interventions
- 5. Principal's Report
- 6. Other

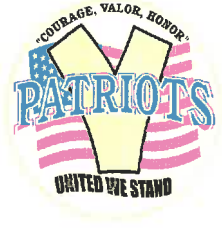
V. Adjournment

- 1. Agenda building for next meeting
- 2. The next SSC meeting is scheduled for 2/17/20
- 3. Adjournment: Action Item



Ysmael Villegas Middle School

The Alvord Unified School District Promise – All students will realize their unlimited potential!



School Site Council

Meeting Date: Thursday, January 21, 2021

Meeting Location: Zoom Time: 3:30-4:35

MEETING Minutes

I. Introductory Procedure

1. Call to Order: M. Atallah called the meeting to order at 3:33 pm.
2. Establishment of Quorum
 - A. Members present for the meeting were K. Moorhouse, D. Buck, L. Flores, S. Padilla, M. Atallah, Z. Atallah, L. Alvarez, Z. Milkie, and K. Lawson.
 - B. Two guests were in attendance: J. Burcham and E. Ramirez.
3. Pledge of Allegiance was led by M. Atallah and K. Moorhouse.
4. Welcome: K. Moorhouse welcomed SSC members and guests to the January virtual meeting.

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

The floor was opened to audience members. No guests came forward.

III. Action Items

1. Approval of Minutes of Meeting from 11/19/20. The minutes of the meeting held on 11/19/20 were reviewed. A motion to approve the minutes was made.
 - 1st-K. Lawson
 - 2nd-L. Flores**Unanimously approved.**
2. Approve Comprehensive School Safety Plan. Safety plan was sent to all members 3 days prior to meeting to review. K. Moorhouse reviewed the two main items of concern that were brought up by the advisory committee in the November 2020 meeting, regarding the Pod area windows and an exit gate on the Magnolia Avenue side of the school. A film will be placed on the windows in the Pod areas, and gates will be put on the Magnolia Avenue side of campus.. A question about the gates was asked and answered. There were no other questions.

A motion was made to approve the Comprehensive School Safety Plan.

1st—D. Buck

2nd—L. Alvarez

Unanimously approved.

3. Review and Approve amendment to School Site Council Bylaws to include a policy of nondiscrimination and equity

a. English - Article VIII

Policy of Nondiscrimination and Equity

Alvord Unified School District, and this School Site Council, prohibit unlawful discrimination targeting an individual, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality,

national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

b. Spanish - Artículo VII

Política de Antidiscriminación y Equidad

El Distrito Escolar Unificado Alvord y este Concilio Escolar, prohíben la discriminación ilícita dirigida a toda persona, incluyendo acoso discriminatorio, intimidación o acoso escolar bullying en base a la raza real o aparente de un estudiante, color, ascendencia, nacionalidad, origen, estatus migratorio, identificación con grupo étnico, etnicidad, edad, religión, estado civil, embarazo, estatus parental, discapacidad física o mental, sexo, orientación sexual, género, identidad de género, expresión de género, información genética o cualquier otra condición o asociación protegida legalmente con alguna persona o grupo con una o más de estas características reales o aparentes.

A motion to approve amendment to SSC Bylaws was made.

1st—Z. Milkie

2nd—K. Lawson

Unanimously approved.

4. Review Approve Categorical Expenditures - *List site categorical budgets that apply (LCFF-LI and LCFF-EL)*

- a. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure to pay extra hours for “other staff member” to serve on School Site Council NTE \$1000 (LCFF-LI)
- b. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure for Library Materials (Purchase Library books, materials, and subscriptions to support classroom instructions) NTE \$2000 (LCFF-LI)
- c. Reallocate expenditure from LCFF-LI for Teacher Training/subs to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, computers, teacher computers, Materials, headsets, cords, laminate, mice, etc.) NTE \$6,200 (LCFF-LI)

Motion to approve:

1st—K. Lawson

2nd—L. Alvarez

Unanimously approved.

- d. Reallocate expenditure from LCFF-EL for Teacher Training/Subs to an expenditure for Additional Hours for BIA(s) (Extra hours for BIAs in the classroom and virtual support) NTE \$3000 (LCFF-EL)

Motion to approve:

1st—S. Padilla

2nd—Z. Atallah

Unanimously approved.

- e. Reallocate expenditure from LCFF-EL for Teacher Training/Sub to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, Materials, headsets, cords, laminate, mice, etc.) NTE \$1200 (LCFF-EL)

Motion to approve:

1st—L. Flores

2nd—K. Lawson

Unanimously approved.

- f. Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure for Library Materials (Purchase Library books, materials, and subscriptions to support classroom instructions)

NTE \$3000 (LCFF-LI)

Motion to approve:

1st—K. Lawson

2nd—D. Buck

Unanimously approved.

- g. Reallocate expenditure from LCFF-EL for ELAC Subs to an expenditure for Technology and Supplies for Instruction (Books, Supplemental Instructional Supplies, Replacement LCD, Printers, Document Cameras, Flat Panels iPads, charging cords, Materials, headsets, cords, laminate, mice, etc.)

NTE \$500 (LCFF-EL)

Motion to approve:

1st—S. Padilla

2nd—K. Lawson

Unanimously approved.

IV. Discussion/Information

1. Budget Reports

- a. Budget Review was given by K. Moorhouse.
- b. Discuss reallocation of LCFF-LI expenditures
- c. Discuss reallocation of LCFF-EL expenditures

K. Moorhouse encouraged members to go to LCAP meetings for the district and give input regarding expenditures. If members cannot attend in person, there is a thought exchange that members can participate in so their ideas can be heard/seen.

2. Training Topics:

- a. School Plan for Student Achievement (SPSA) Input – Goals and Actions. K. Moorhouse reported that it is difficult to report on goals and actions at this time because we do not have current/relevant data scores. She would like members to consider using i-Ready scores towards the goals and actions for the SPSA. K. Moorhouse also reported that 39% of 8th grade students are currently not eligible for promotion. There are interventions in place to get this number lower. K. Moorhouse reported that our suspension numbers are way down this school year. Although, there have been some challenges with virtual learning, there have also been great gains with learning such as students learning how to use technology, and maneuver the various applications.
- b. School Plan for Student Achievement (SPSA) Input – Expenditures. Z. Milkie suggested looking at implementing a literacy lab. She stated that Hillcrest High School has one that is working well, and that we should consider modeling a similar literacy lab at Villegas. K. Moorhouse will reach out to Mr. Ferguson about the literacy lab and how it works.

3. Reports from Parent Committees

- a. English Learner Advisory Committee (ELAC/DELAC). No ELAC meeting in January.
- b. Parent Teacher Organization (PTO). PTO is doing well with fundraising. The book fair did well although we didn't reach our usual amount, it was still successful.
- c. Action Team for Partnership (ATP) is sharing events and news via emails. ATP is partnering with the counselors to host Coffee with the Counselors. Z. Milkie pointed out

that she is concerned about all the email communications going out to students and parents. There seems to be a lot of communications being sent, and wondered if there is a way to streamline what is sent out via emails. K. Moorhouse will look into this with the administration team.

d. Parent Advisory Committee (PAC) representative was not in attendance today.

4. Program Reports

a. Professional Development Opportunities (Paraprofessionals, Teachers). There is opportunity for staff to have outside professional development for health and wellness. Mrs. Burcham will be giving a PD called Marigold at tomorrow's staff meeting.

b. Parent and Family Involvement Opportunities. K. Moorhouse reported that there are opportunities for parent and family involvement such as coffee with the counselors. In addition, parents can celebrate their students by picking up honor roll certificates next week.

c. Interventions are in place for language arts and math. In addition, math tutoring will begin in February.

5. Principal's Report. K. Moorhouse reported that the administration is looking into the best way to inform students regarding registration for the next school year. Hillcrest High School will be hosting (virtually) a future 9th graders night February 18. K. Moorhouse informed SSC that she is hoping we will be able to come back for promotion. M. Atallah asked if we are not able to come back for promotion, will it be similar to last year's drive through promotion. K. Moorhouse stated that it would be similar if we are not able to be back on campus for promotion.

6. Other

a. Make a motion to remove action item 4a from the agenda because the district will fund this position instead of using site funds. A motion to nullify 4a was made.

1st—K. Lawson

2nd—M. Atallah

Unanimously approved.

b. Make a motion to remove action item 4b from the agenda because it is no longer the valid expenditure amount.

Motions to remove 4b was made.

1st—S. Padilla

2nd—L. Alvarez

Unanimously approved.

c. Make a motion to agree to add an item action.

Motion to agree to add an action item was made.

1st—Z. Milkie

2nd—L. Flores

Unanimously approved.

d. Make a motion to add an action item, labeled 4f to the agenda that reads "Reallocate expenditure from LCFF-LI for Computer Lab Hours Extension to an expenditure for Library Materials (Purchase Library books, materials, and subscriptions to support classroom instructions) "

NTE \$3000 (LCFF-LI)

Motion was made to add an action item.

1st—D. Buck

2nd—S. Padilla

Unanimously approved.

V. Adjournment

1. Agenda building for next meeting—At the next meeting we will discuss budgets and expenditures.

2. The next SSC meeting is scheduled for 2/18/21.
3. Adjournment: Action Item. A motion to adjourn the meeting at 4:35 pm was made.
Motion to adjourn:
1st—K. Lawson
2nd—L. Alvarez
Unanimously approved.

AB 1747

Comprehensive School Safety Plan

Wells Middle School

10000 Wells Ave.
(951) 358-1705

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Introduction

It is the policy of the Alvord Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board believes that a beginning step toward safer schools is the development of a comprehensive safety plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (California Education Code §35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment; and
3. Developing each student's resiliency skills.

The School Site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to DTS by December 2020, approved by the School Site Council by January 2021, and submitted to the Board for approval by March 1, 2021.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

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

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

Continuity of Operations (COOP)

The U.S. Department of Education views a COOP as a program that ensures continued performance of essential functions across a full range of potential emergencies be they natural or man-made when a significant interruption of educational services occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- ☐ Emergency delegation of authority and an orderly line of succession, as necessary
- ☐ Safekeeping of essential personnel, resources, facilities, and vital records
- ☐ Emergency acquisition of resources necessary for business resumption
- ☐ The capability to perform critical functions remotely until resumption of normal operations

A school district's COOP plan should allow for its implementation anytime, with or without warning, during normal or after hours operations; provides full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption or normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Scope: It is the responsibility of Alvord Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing recovery.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic business, and physical services when interrupted for an extended period of time following an incident.

Responsibilities: The delegation of authority and management responsibilities in the event of an incident follow the hierarchy outline in the Alvord Organizational Chart. Designate staff/faculty, in conjunction with the affected principal(s) and staff, will perform the essential functions as follows:

- ☐ **Superintendent / Principal**
 - Determine when to close schools, and/or send students/staff to alternate locations
 - Disseminate information internally to students and staff
 - Communicate with parents, media, and the larger school community
 - Identify a line of succession, including who is responsible for restoring which business functions for schools
- ☐ **Assistant Superintendent of Educational Services; Assistant Superintendent of Human Resources; Chief Business Officer**
 - Ensure systems are in place for rapid contract execution after an incident
 - Identify relocation areas for classrooms and administrative operations
 - Create a system for registering students (out of district or into alternative school)
 - Brief and train staff regarding their additional responsibilities
 - Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
 - Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests)

- Re-evaluate the curriculum, materials and instructional delivery methods as needed
- ☐ **Executive Director of Administrative Services; Operations Manager; Maintenance Manager**
 - Work with local and state government officials to determine when it is safe for students and staff to return to the school buildings and grounds
 - Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting, and/or landscaping)
 - Collaborate with private and public sector service providers and contractors
- ☐ **Business Services; Fiscal Services; School Secretary, School Office Staff**
 - Maintain inventory
 - Maintain essential records (and copies of records) including school's insurance policy
 - Ensure redundancy of records is kept at a different physical location
 - Secure classroom equipment, books, and materials in advance
 - Restore administrative and recordkeeping functions such as payroll, accounting and records
 - Retrieve, collect, and maintain personnel data
 - Provide accounts payable and cash management services
- ☐ **Counselors; School Psychologists; School Nurses and Health Assistants**
 - Establish necessary support services for student and staff/faculty
 - Implement additional response and recovery activities according to establish protocols
 - Collaborate with public and private providers
- ☐ **Food Service / Cafeteria Worker**
 - Determine how food services will resume
 - Support staff and volunteers as possible
- ☐ **Transportation (contracted through First Student)**
 - Provide emergency transportation services as needed
 - Assess and implement alternative transportation services that may be necessitated

Guidelines for Plan Development

Pursuant to California Education Code §35294 and Alvord Unified School District BP 0450, this document is designed to ensure compliance with the requirements of AB 1787. This Comprehensive School Safety Plan shall identify strategies and programs that will maintain a high level of school safety and address the schools' safety procedures and is required to contain the following elements:

- ☐ Assessment of school crime committed on school site/campus and at school-related functions (California Education Code §32282). The assessment may include
 - Data from California Healthy Kids Survey
 - Data on school suspensions, expulsions, and crime rates
 - Students, parents, and staff perceptions of school safety
- ☐ Child Abuse reporting procedures
- ☐ Policies pursuant to California Education Code §48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- ☐ Procedures to notify teachers and counselors of dangerous students
- ☐ Campus safety, including:
 - Weapons on campus
 - Campus visitors
 - COVID-19 considerations
- ☐ School discipline policies and procedures to prevent bullying, hazing, hate crime, and cyberbullying – including behavioral expectations and consequences
- ☐ Policy prohibiting discrimination, intimidation, sexual harassment, other harassment, and bullying (California Education Code §200.2624)
- ☐ School wide dress code policy
- ☐ Drug free school expectations
- ☐ Parent involvement strategies to support and reinforce school rules
- ☐ Collaborative relationships with organizations to prevent violence and crime
- ☐ Crisis prevention and intervention strategies, identify possible crises that may occur and determine tasks that need to be addressed, including:
- ☐ Routine and emergency disaster procedures including natural disasters such as earthquakes, human created disasters such as active shooter, or power outages. In addition, the following must be addressed:
 - Procedures for students with disabilities
 - Procedures for public agency use of facilities in the event of a disaster or emergency
 - Development of the site/campus evacuation plan, including opportunities for students and staff to practice the evacuation
- ☐ Procedures for safe ingress and egress of students, parents/visitors, and employees to and from school
- ☐ Procedures for responding to the release of hazardous substances on or near the site/campus

In the development of this Comprehensive School Safety Plan, the Safety Planning Committee shall be composed of:

- ☐ Principal or designee
- ☐ One teacher
- ☐ One classified employee
- ☐ One parent/guardian
- ☐ Other members as desired

In addition, the Committee shall consult with law enforcement and other local emergency providers in the development of the plan. The Committee shall provide a public meeting at the school site to allow members of the public to express an opinion of the plan (California Education Code §32288). Certain elements that are not designed for public knowledge or might be deemed detrimental to safety plans may be omitted from public review.

Existing law requires the School Site Council to consult with a representative from a law enforcement agency, the fire department, and other first responder entities in the writing and development of the comprehensive school safety plan and requires the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The School Site Council or Safety Committee shall notify in writing, if available, the following persons and entities of a public meeting for comment on the plan (California Education Code §32288):

- ☐ A campus representative for CSEA
- ☐ A campus representative for AEA
- ☐ A representative from each parent organization at the school site
- ☐ A student body government representative, if applicable
- ☐ Any individual who has requested notification

Such strategies and assessments will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

School Safety Committee

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Boards Association policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. (California Education Code §35294.1)

The School Site Safety Committee shall be composed of the following members:

- ☐ Principal or designee,
- ☐ One teacher who is a representative of the recognized certificated employee organization;
- ☐ One classified employee who is a representative of the recognized classified employee organization;
- ☐ One parent/guardian whose child attends the school;
- ☐ Other members if desired. (California Education Code §35294.1)

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

- ☐ Local law enforcement (California Education Code §39294.1)
- ☐ Other local agencies, such as health care and emergency services, may be consulted if desired. (California Education Code §39294.2)
- ☐ Guidance counselor
- ☐ Special Education Department Chairperson
- ☐ One or more key community service providers
- ☐ Student representative(s)
- ☐ Disciplinary team member
- ☐ Staff leaders
- ☐ Additional parent representatives

School Crime Assessment

The School Safety Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (California Education Code §35924.2)

Based on data analysis, the School Safety Committee identifies potential challenges in order to create an effective Comprehensive Safety Plan. The objective is to provide meaningful data in order to improve the campus safety climate.

Crime / Community Data

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the Riverside Police Department and the Alvord Unified School District, shows the district's monthly statistics of the combined three School Resource Officers. This report reflects activity from August 08, 2019 – May 29, 2020.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	August 2019	September 2019	October 2019	November 2019	December 2019
Calls for service related to school site/staff	30	46	35	32	21
Reports taken	23	41	24	28	6
Felony Arrests	1	4	2	2	0
Misdemeanor Arrests	3	1	3	7	4
Citations Issued	0	2	0	0	0
Presentations/Meetings	8	6	2	1	0
Hours committed to AUSD related activities	408	480	552	360	280

Description	January 2020	February 2020	March 2020	April 2020	May 2020
Calls for service related to school site/staff	29	51	46	7	5
Reports taken	11	19	28	3	3
Felony Arrests	1	3	0	0	0
Misdemeanor Arrests	4	2	0	0	0
Citations Issued	0	2	0	0	0
Presentations/Meetings	2	4	2	0	0
Hours committed to AUSD related activities	350	450	80	30	30

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the **Riverside County Sheriff's Department** and the Alvord Unified School District, shows the district's monthly statistics of the School Resource Officer. This report reflects activity from August 08, 2019 – May 29, 2020.

The Riverside County Sheriff's Department provides coverage to Villegas Middle School and Lake Hills Elementary. Statistics listed below are for those two schools only.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020
Calls for service – written	1	1	4	0	1	1
Calls for service – non-written	6	6	4	8	6	4
Follow Ups	0	0	3	0	2	0
Assaults	0	0	1	0	0	0
Weapons: Knives	0	0	0	0	1	1
Kids with Guns Protocol	0	0	0	0	1	0
Students Counseled	5	5	5	5	5	4
School Presentations	1	1	0	1	0	0
Arrests: Infractions	0	0	3	0	0	0
5150 WIC Investigations	2	2	0	3	1	1
601 WIC	0	0	0	1	0	0
Other Incidents	3	3	2	0	0	0

Provide a narrative or summary statement explaining the assessment of the current status of school crime/vandalism committed on the school campus and at school-related functions from a review of school, district, and community crime data trends such as:

- Disciplinary Data
- Attendance Rates
- Property Damage Reports
- State, District or Site Surveys
- Students, Parents and Staff Perceptions of School Safety

Disciplinary Data: Suspensions and Expulsion

Students who display unsuitable behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off campus, and during or while going to or coming from a school sponsored activity. During the 2018/19 school year, Wells Middle School reported 91 suspension and 10 expulsions. In comparison, during the 2019/20 school year, Wells Middle School reported 48 suspensions and 1 expulsion. Wells experienced a 47% decline in suspensions and 90% decline in expulsions. In part, the decline can be attributed Covid-19 Pandemic school closures that took place in March, 2019. The decrease can also be credited to the school's commitment to preventative measures and other means of corrections. The majority, 34%, of the suspensions at Wells Middle School are due to violations of 48900 (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person along with incidents of bullying (16%) and harassment (12%). Calls for service by the School Resource Officer are made for disciplinary incidents such as possession of illegal substances, possession of dangerous objects, threat to harm others or self.

Attendance Rates

Due to school closures during the 2019/20 school year, comparable attendance data is limited to the first 7 months. The attendance rates are as follows: month one 96.61% (18/19), 97.56% (19/20); month two 97.02% (18/19), 97.20% (19/20); month three 96.45% (18/19), 96.63% (19/20); month four 95.80% (18/19), 96.09% (19/20); month five 94.75% (18/19), 95.62% (19/20); month six 95.35% (18/19), 95.27% (19/20); month seven 94.42% (18/19), 95.87% (19/20). Compared to the 2018/19 school year, improvements in attendance were seen every month of the 2019/20 school year, except for month 6. The improvement attendance is attributed to the site's commitment to preventative measures and implementation of systemic practices.

Site Surveys

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year. The Healthy School Survey was not administered during the 2019/20 school year.

Property Damage Reports

Property damage reports were not available for the 2019/20 school year.

Child Abuse Reporting and Prevention

A. Definition of Child Abuse (California Penal Codes §§11165.5, 11165.6)

Child abuse means a physical injury or death that is inflicted by other than accidental means on a child by another person. Child abuse also means the sexual abuse of a child, including sexual assault or sexual exploitation (California Penal Code §11165.1), or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

B. Mandated Child Abuse Reporting

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; administrators, counselors; athletic coaches, athletic administrators and directors employed by any public or private school that provides any combination of instruction for kindergarten, or grades 1 to 12, inclusive. (California Penal Code §11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on their training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (California Penal Code §11166)

C. Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (California Penal Code §11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (California Penal Codes §§11166.05, 11167)

Any district employee who reasonably believes that they have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (California Penal Codes §§152.3, 288)

D. Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (California Penal Code §11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (California Penal Code §11166)

E. Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (California Penal Codes §§11165.9, 11166)

10540 Magnolia Avenue, Ste. B
Riverside, CA 92505
(951) 826-5700

Riverside County Sheriff's Department
7477 Mission Blvd.
Jurupa Valley, CA 92509
(951) 955-2600

Corona Police Department
730 Public Safety Way
Corona, CA 92880
(951) 736-2330

Riverside County Department of Public Social Services
11070 Magnolia Avenue
Riverside, CA 92505
(951) 358-4000
Hotline: 1-800-442-4918

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (California Penal Codes §§11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (California Penal Code §11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to California Penal Code §11166.05. (California Penal Code §11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose their identity to their supervisor, the principal, or the Superintendent or designee. (California Penal Code §11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (California Penal Code §11166)

F. Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (California Education Code §44691; California Penal Code §11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (California Education Code §44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (California Education Code §44691; California Penal Code §11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (California Education Code §44691)

G. Parent / Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to California Penal Code §11166 to file a report themselves using the procedures described above for mandated reporters.

In addition, if the child is enrolled in Special Education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

H. Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under California Penal Code §11166, and their confidentiality rights under California Penal Code §11167. The district also shall provide these new employees with a copy of California Penal Codes §§11165.7, 11166, and 11167.

Before beginning employment, any person who will be a mandated reporter by virtue of their position shall sign a statement indicating that they have knowledge of the reporting obligations under California Penal Code §11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (California Penal Code §11166.5)

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, they may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (California Penal Code §11166)
4. Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor.

Child Abuse Reporting Hotline

1-800-442-4918

Suspension and Expulsion and Due Process

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

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

Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (California Education Code §48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in California Education Code §48910. Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (California Education Code §48925)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (California Education Code §48900(u))

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (California Education Codes §§35291, 48900.1, 48980)

Grounds for Suspension and Expulsion

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (California Education Code §48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (California Education Code §48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code §11053-11058, alcoholic beverage, or intoxicant of any kind. (California Education Code §48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code §§11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to

- any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (California Education Code §48900(d))
5. Committed or attempted to commit robbery or extortion. (California Education Code §48900(e))
 6. Caused or attempted to cause damage to school property or private property. (California Education Code §48900(f))
 7. Stole or attempted to steal school property or private property. (California Education Code §48900(g))
 8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing their own prescription products. (California Education Code §48900(h))
 9. Committed an obscene act or engaged in habitual profanity or vulgarity. (California Education Code §48900(i))
 10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code §11014.5. (California Education Code §48900(j))
 11. Knowingly received stolen school property or private property. (California Education Code §48900(l))
 12. Possessed an imitation firearm. As used in this section, imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (California Education Code §48900(m))
 13. Committed or attempted to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in California Penal Code §243.4. (California Education Code §48900(n))
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (California Education Code §48900(o))
 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (California Education Code §48900(p))
 16. Engaged in, or attempted to engage in, hazing. (California Education Code §48900(q))
 - a. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
 17. Engaged in an act of bullying. (California Education Code §48900(r))
 18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in California Penal Code §31. (California Education Code §48900(t))
 19. Made terrorist threats against school officials and/or school property. As used in this section,
 - a. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (California Education Code §48900.7)
 - b. A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that they:
 20. Committed sexual harassment as defined in California Education Code §212.5 (California Education Code §48900.2)
 - a. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (California Education Codes §§212.5, 48900.2)
 21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in California Education Code §233 (California Education Code §48900.3)
 - a. Hate violence means any act punishable under California Penal Codes §§422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics

in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (California Education Code §233; California Penal Code §422.55)

22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (California Education Code §48900.4)

Removal from Class by a Teacher and Parental Attendance

A teacher may remove a student from their class for the remainder of the day and the following day only for acts specified in California Education Code §48900 and listed under "Grounds for Suspension and Expulsion" above. When removing a student from their class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, they shall be appropriately supervised during the class periods from which they have been removed. As soon as possible after the teacher decides to remove the student, they shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal or designee. A student removed from class shall not be placed in another regular class during the period of removal. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which they were removed. The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (California Education Code §48913)

Pursuant to Board policy, a teacher may require the parent/guardian of a student whom the teacher has removed to attend a portion of a school day in their child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (California Education Code §48900.1)

The notice shall:

1. Inform the parent/guardian when their presence is expected and by what means they may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, they may ride the school bus with the student
3. Direct the parent/guardian to meet with the principal after the visit and before leaving school
4. Direct the parent/guardian to contact the school if there are reasonable factors that would prevent them from complying with the attendance requirement

Suspension by Superintendent, Principal, or Designee

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in California Education Code §48915(g)
3. Unlawfully selling a controlled substance listed in Health and Safety Codes §§11053-11058
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4
5. Possessing an explosive as defined in 18 USC 921

In addition, the Superintendent, principal, or designee may impose a suspension upon a first offense if they determine that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons. (California Education Code §48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (California Education Code §48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (California Education Code §48900.5)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (California Education Codes §§48911, 48915, 48915.5, 48918)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the evidence against them, and given the opportunity to present their version and evidence in support of their defense. At the conference, the student should be informed of other means of corrections that were attempted before the suspension. (California Education Code §48911)
2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (California Education Code §48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (California Education Code §48911) This notice shall state the specific offense committed by the student. (California Education Code §48900.8) In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.
4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (California Education Code §48914)
Although the parent/guardian is required to respond without delay to a request for a conference about their child's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (California Education Code §48911)
5. In addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct their behavior and keep them in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (California Education Code §48912)

Mandatory Recommendation and Mandatory Expulsion

The Superintendent, principal, or designee shall recommend that the Board expel any student found at school or at a school activity to be: (California Education Code §48915(c))

1. Possessing, as verified by a district employee, selling, or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the firearm from a certificated school employee, with the principal or designee's concurrence. However, possession of an imitation firearm, as defined in California Education Code §48900(m), shall not be regarded as an offense requiring a mandatory recommendation for expulsion and mandatory expulsion.
2. Brandishing a knife as defined in California Education Code §48915(g) at another person.
3. Unlawful possession of a controlled substance listed in Health and Safety Codes §§11053-11058.
4. Committing or attempting to commit a sexual assault as defined in California Penal Codes §§261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in California Penal Code §243.4.
5. Possessing an explosive as defined in 18 USC 921.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (California Education Code §48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether they should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed one of the acts listed above under "Grounds for Suspension and Expulsion." (California Education Code §48918(a))

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (California Education Codes §§48900.8, 48918(b)) (BP/AR 5144)

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to California Education Code §48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in California Education Code §48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (California Education Codes §§48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems;

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site;
3. Not housed at the school site attended by the student at the time of suspension.

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in items #6-13 and #21-23 under "Grounds for Suspension and Expulsion" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (California Education Code §48915)

Readmission after Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (California Education Code §48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
3. The Superintendent or designee shall transmit to the Board their recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of California Education Codes §§49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (California Education Code §48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (California Education Code §48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (California Education Code §48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (California Education Code §48645.5) (BP/AR 5144)

Appropriate Use of Suspension and Expulsion

Except when otherwise permitted by law, a student may be suspended or expelled only when their behavior is related to a school activity or school attendance occurring within any district school or other school district, regardless of when it occurs, including, but not limited to, the following: (California Education Code §48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Except when a student commits an act that violates California Education Code §48900(a)-(e) or their presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.

Except when a student commits an act listed in California Education Code §48915(c), the Superintendent or designee shall have the discretion to determine whether to recommend to the Board that the student be expelled.

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (California Education Codes §§48900.5, 48900.6)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

Supervised Suspension Classroom

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

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in California Education Codes §48900 and §48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (California Education Code §48900.5)

Decision Not to Enforce Expulsion Order

Upon voting to expel a student, on a case-by-case basis the Board may suspend enforcement of the expulsion order pursuant to the requirements of law and administrative regulation. (California Education Code §48917)

Maintenance and Monitoring Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to California Education Codes §48900.8 and §48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Staff Notification of Dangerous Students

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's Comprehensive School Safety Plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

California Education Code §49079 and the districts' collective bargaining agreement with the California Teachers Association require that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts for the three previous years. (California Education Codes §48900 and §48915)

In order to ensure every classroom teacher and substitute have immediate access to the names of those students currently enrolled in their classroom who meet the criteria of California Education Code §48900, the Student Information System's staff have updated all assertive discipline offenses based on California Education Code §49079 with a Safe School Act Date (SSA Date) field in our student information system (AERIES). The teacher of record can see the SSA identification of the class roster written in red text "SSA" next to the student's name. Teachers have been advised, that should they have a student with the SSA identification, they are to see the site administrator for more information. This data is live and updated accordingly.

Campus Safety

Whenever a principal believes a condition of student unrest exists on the campus which may develop into a serious disruption of the operation of the school, the principal shall:

1. Direct all campus supervisors, administrative building certificated personnel, and available teachers to take such steps (campus control, counseling with students) as they deem to be helpful in controlling the problem and in leading to its resolution.
2. Inform the Superintendent's Office.
3. Inform the appropriate law enforcement agency (Riverside Police Department; Riverside County Sheriff's Department or Corona Police Department).

Weapons and Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to: (California Education Codes §§48915, 49330; California Penal Codes §§626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion;
2. Ammunition or reloaded ammunition;
3. Knives, razor blades, and box cutters: dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing; weapons with a blade fitted primarily for stabbing; weapons with a blade longer than 2-1/2 inches; folding knives with a blade that locks into place; and razors with an unguarded blade;
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices;
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun;
6. Any other dangerous device, instrument, or weapon, including those defined in California Penal Code §12020, including a blackjack, slingshot, billy club, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon; and
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may confiscate any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (California Education Codes §§49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use their own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately;
2. Immediately notify the principal, who shall take appropriate action;
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (California Education Codes §§49331, 49332)

Students shall not possess weapons or dangerous devices of any kind in school buildings, on school grounds or buses, or at any school related or school-sponsored activity away from school unless written permission has been obtained from the school principal to possess such objects. Principals may permit the possession of weapons or dangerous instruments at school only at the request of a teacher and with assurance that such possession serves a positive educational purpose.

Any employee may use reasonable force necessary to protect themselves from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (California Education Codes §§44807, 49001, 49331-49333)

Reporting of Injurious Objects

Employees shall take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use their own judgment as to the dangerousness of the situation and act appropriately.

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.

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with their employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against them within the limits set by law. (Government Code §995)

An employee whose person or property is injured or damaged by willful misconduct of a student may request the school district to pursue legal action against the student or the student's parent/guardian. (California Education Code §48905)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (California Education Code §44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual. Such reports shall also be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student when the property is either (1) located on district property, (2) being transported to or from a district-sponsored event, (3) present at a district-sponsored event, or (4) injured or damaged in retaliation for conduct engaged in by the employee in the exercise of their duties, may ask the district to pursue legal action against the student or the student's parent or guardian. (California Education Code §48905)

Visitor Screening Policy

Parent volunteers should be encouraged and welcomed. However, it is imperative that an appropriate and aggressive screening process be in place to ensure only qualified visitors are present on campus. The District's visitor monitoring program, Raptor, is designed to both screen visitors from unwanted lists and log their arrival and purpose. In addition to this process, additional visitor-screening policy includes:

- Visitors must check in at front desk attendant through the Raptor system with their photo ID and receive their visitor pass indicating their purpose.
- Post signs at key arrival points directing all visitors to the entry door.

- Lock all gates and entry points to the campus after school has started to direct all visitors to a single point of entry at the front office.
- Direct visitors to sign out upon leaving campus.
- Acquaint parents and community members with visitor policy.
- Familiarize all teachers and staff with the visitor policy.
- Encourage all staff to question unidentified visitors and direct them to the office before proceeding onto campus.

COVID-19 Considerations

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan, China. The new name of this disease is Coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as “2019 novel coronavirus” or “2019-nCoV”. There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a new coronavirus that has not previously been seen in humans. There is currently no vaccine to prevent COVID-19.

It is the policy of the Alvord Unified School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases such as COVID-19 are minimized by providing prevention, education, identification through examination, observation, immunization, treatment and follow-up, isolation, and reporting.

Due to the widespread pervasiveness of COVID-19 in the community, the Alvord Unified School District has implemented infection control measures, including applicable and relevant recommendations from the Centers for Disease Control and Prevention (CDC) and our state and local guidelines. The Alvord Unified School District also determined that the 2020-2021 school year would start in a virtual and distance-learning only format in which students attend school remotely. Upon the return to in-person instruction, the Alvord Unified School District will follow the current county and state COVID-19 guidelines and protocols for the safe re-opening of schools.

School Discipline

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or be removed from school in accordance with law, Board policy, and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Student Conduct

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats;
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Willful defiance of staff's authority;
5. Damage to or theft of property belonging to students, staff, or the district;
The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language;
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs;
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose;
Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time;
Permitted devices shall:
 - a) Be turned off during class time and at any other time directed by a district employee
 - b) Not disrupt the educational program or school activity
 - c) Not be used inappropriately as determined by staff
10. Plagiarism or dishonesty on school work or tests;
11. Inappropriate attire;
12. Tardiness or unexcused absence from school;
13. Failure to remain on school premises in accordance with school rules.

Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, they shall refer the matter to their supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or their belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a school official may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

Discipline

Students are expected to conform to the regulations of the school and obey all directions of the teachers and others in authority. Rules and regulations consistent with the laws of the State of California, the California Education Code, and California Administrative Code, Title V, and relating to areas of discipline including corporal punishment, suspension, expulsion, exclusion, exemption, and transportation shall be spelled out in a code of discipline for approval and periodic review by the Board of Education.

1. All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (California Education Code §10609)
2. Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of their teacher and others in authority; observe good order and propriety of deportment; be diligent in study; be respectful to their teacher and others in authority; be kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language. (C.A.C., Title 5, Section 300)
3. While on the school grounds (or elsewhere when under the authority of direct supervision of school personnel or when such conduct is otherwise related to school activity or school attendance), a pupil shall refrain from any and all of the following acts:
 - a. Gambling; immorality, profanity; and the use or possession of tobacco, alcohol beverage, narcotics or other hallucinogenic or dangerous drugs or substances. (Drugs shown to have been prescribed by a licensed physician for a pupil are an exception as to that pupil.)
 - b. Willful or negligent conduct likely to result in injury to other pupils or school employees or in danger to school property.
4. A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly prepared for school, or shall be required to prepare themselves for the schoolroom before entering. (C.A.C., Title 5, Section 302)
5. A pupil who defaces, damages, or destroys any school property or willfully or negligently injures another pupil or school employee is liable to suspension or expulsion, according to the nature of the offense. (C.A.C., Title 5, Section 305)

Principals are responsible for establishing specific regulations essential for the protection of student health and safety in the activities of the school, and for the protection of school property and equipment. Special precautions should be implemented in areas of instruction such as physical education, athletics, laboratory, and shop activities.

Each principal must review school rules with their faculty each August and file a copy of rules relating to health and safety with the Director of Student Services by October 15.

The principal must ensure the effective communication of the school rules to students and parents, and the principal must supervise their enforcement.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (California Education Code §35291)

Disciplinary strategies may include, but are not limited to:

1. Referral of the student for advice and counseling;
2. Discussion or conference with parents/guardians;
3. Convening a study team or other intervention-related team;
4. Referral for a comprehensive psychosocial or psychoeducational assessment;
5. Enrollment in a program for teaching prosocial behavior or anger management;
6. Participation in a restorative justice program;
7. A positive behavior support approach with tiered interventions;
8. Participation in a program that is sensitive to the traumas experienced by students and that focuses on students' behavioral health needs;
9. Recess restriction;
10. Detention after school hours;
11. Community service (including outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs);
12. Reassignment to an alternative educational environment
13. Removal from the class in accordance with Board policy, administrative regulation and law
14. Suspension and expulsion

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (California Education Code §49001) (BP/AR 5144)

Restructured Recess

A teacher may restructure a student's recess time when they believe that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restructure.
3. Teachers shall inform the principal of any recess restrictions they impose.

Detention after School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (California Education Code §48980)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Bullying / Cyberbullying / Hate Crime

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially. Students may file a complaint using the district's Student Complaint of Harassment or Bullying Form. This form is available at the school.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (California Education Code §48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report their observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in BP/AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform complaint procedures specified in BP/AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Sexual Harassment Policy

Definition

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when any of four conditions are met: (California Education Code §212.5; Government Code §12940; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting them.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting them regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors;
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects;
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements;

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. Such training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of training regarding sexual harassment and that non-supervisory employees receive at least one hour of training regarding sexual harassment. All newly hired or promoted employees shall receive training within six months of their assumption of the new position. (SB 778)

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

Discrimination and Other Harassment Policy

Students

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, includes physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also shall include the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include counseling, suspension or expulsion for behavior that is severe or pervasive as defined in California Education Code §48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in BP/AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (California Education Code §234.1; 5 CCR 4621)

Alvord Unified School District
Assistant Superintendent of Human Services
9 KPC Parkway
Corona, CA 92879
(951) 509-5030

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site, district-approved social media, and other locations that are easily accessible to students. (California Education Code §234.1)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (California Education Code §234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Process for Initiating and Responding to Complaints

Any student who feels that they have been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (California Education Code §234.1)

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, they shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in BP/AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (California Education Code §210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with their gender identity;
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to their gender identity, or a non-transgender student because their mannerisms, hairstyle, or style of dress do not conform to stereotypes for their gender or are perceived as indicative of the other sex;
3. Blocking a student's entry to the bathroom that corresponds to their gender identity because the student is transgender or gender-nonconforming;
4. Taunting a student because they participate in an athletic activity more typically favored by a student of the other sex;
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information;
6. Use of gender-specific slurs;
7. Physical assault of a student motivated by hostility toward them because of their gender, gender identity, or gender expression.

The district's uniform complaint procedures (BP/AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of basis for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is their private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses their transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless they are required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to their status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to their parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.
2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to their parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, their parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to their status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with their gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because they are transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with their gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with their gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, their parents/guardians, the district shall use the student's preferred name and pronouns consistent with their gender identity on all other district-related documents.

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with their gender identity, without the necessity of a court order or a change to their official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with their gender identity, subject to any dress code adopted on a school site.

Personnel

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above. The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Codes §12926, §12940)

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The following position is designated as Coordinator for Nondiscrimination in Employment:

Alvord Unified School District
Assistant Superintendent of Human Resources
9 KPC Parkway
Corona, California 92879
(951) 509-5030

Any employee or job applicant who believes that they have been or is being discriminated against or harassed in violation of district policy should, as appropriate, immediately contact their supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the district's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the principal, district administrator or Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. Failure of a district employee to report discrimination or harassment may result in disciplinary action.

Training and Notifications

The Superintendent or designee shall provide training to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination.

The Superintendent or designee shall regularly publicize, within the district and in the community, the district's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin, or application form that is used in employee recruitment.

The district's policy shall be posted in all district schools and offices including staff lounges.

Other Remedies

An employee may, in addition to filing a discrimination complaint with the district, file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, the employee must file their complaint within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code §12960. (Government Code §12960)
2. To file a valid complaint directly with EEOC, the employee must file their complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 2000e-5)

Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

Dress Code Policy

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board of Education expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which interferes with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

Gang-related apparel is strictly prohibited. "Apparel" includes, but is not limited to, hats, jewelry, belt buckles, bandannas, colors, paraphernalia, and professional sports jerseys or logos that indicate an affiliation with a group or gang which may provoke others to act violently or be intimidated.

Appropriate Dress—General

Brief garments, such as swimsuit tops, strapless or halter tops, beach wear, tank tops with deep armholes, bare midriffs, backless shirts, tube tops, pajamas, lounge wear, sheer clothes, ripped or tattered jeans that expose private parts of the body, low necklines, and exposed undergarments are not appropriate for school. Dresses, skirts or shorts must cover the full curve of the buttocks when walking, sitting, reaching or bending and should be no shorter than fingertip length with arms down.

Bagging or sagged pants shall not be worn at school. "Baggy pants" means the waistline of the pants, located at the hipbone of the student when pulled and pinched will gather more than one inch of material. "Sagged pants" means the waistline of the pants is located below the hipbone of the student. Properly fitted pants, incorrectly worn (below the hipbone) are "sagged pants".

Prohibited Items

Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) shall be free from writing, pictures, or any other insignia which are crude, vulgar, profane, sexually suggestive, or which bear weapons, drug, alcohol, tobacco company advertising, promotions, or likenesses.

Also prohibited are clothing or other items which advocate gender, racial, ethnic, religious prejudice, or which demean or exalt any group of people such that it infringes upon the rights of others to be free from harassment or intimidation. Also prohibited are items containing messages that promote or glorify death, mutilation, violence, or which constitute gang "silent code" messages.

Jewelry

Jewelry with gang-related or other inappropriate symbols, as described above, is prohibited. Also prohibited is jewelry designed for use as a weapon or designed to contain hazardous or contraband materials. In addition, jewelry or other accessories which display studs, spikes, chains, replica weapons, drug paraphernalia, or which may pose a threat to student safety are prohibited.

Shoes

Shoes must be worn at all times. For safety reasons, only shoes which are appropriate for school wear are allowed, as determined by school administration. Shoes should stay on when walking or running. No slippers are allowed.

Hats

Only school-approved hats, caps, or other head coverings may be worn outdoors for sun protection.

Sunglasses

Sunglasses may not be worn in the classroom.

Hair

Hair must be clean and neatly groomed. Hair lengths or styles which jeopardize the health and safety of the wearer others or which substantially disrupt or interfere with school activities are not allowed.

Wells Middle School

Student Dress Code

The standard of dress for Wells Middle School has been developed with input from staff, parents, and students. The dress code is vital to insure personal safety, to create a positive learning environment, and to discourage classroom disruptions or distractions. Outward appearances that are radical, unusual and draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students.

Requirements for all students:

Students are expected to be neat and clean. Modesty must be maintained at all times.

Shoes must be worn at all times. Footwear with a substantial sole is required. Open-toed shoes are allowed but must have a back strap. Shoes must not have a heel of more than ½ inch. Students must still wear appropriate athletic footwear for PE with a closed toe and heel. Roller skates/shoes are not permitted. Skirts and shorts must reach at least mid-thigh in length.

Tops must have an inch wide strap and not expose bra straps. Aerobic style clothing, bare midriffs, halter tops, tube tops, net tops, see through clothing, spaghetti straps, and low cut necklines are not permitted.

Baggy fitting and low-slung pants or shorts are not allowed. Pants must be worn at the waist at all times. Jewelry which creates a health and safety hazard is not permitted. Piercings are allowed but students may be asked to remove them by any staff member for safety reasons.

Baseball hats (brim forward or backwards), all other hats, and sunglasses may be worn outside but are not to be worn in the classroom or inside any building.

Gang attire of any kind is not permitted. This includes clothing with writing promoting or relating to gang activity, bandanas, stocking caps, hair nets and mittens with the fingers cut off.

Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) containing emblems, lettering or pictures promoting gangs, tagging, drugs, alcohol, tobacco, sex, death, mutilation, violence, and/or messages with double meanings are not permitted.

Clothing which has been altered in an inappropriate manner (torn, written on or personalized) will not be allowed.

Students may not wear excessive make-up, hairdos, emblems or jewelry. Applying make-up or grooming in class is not allowed.

Extreme hairdos are not allowed.

Chains, including wallet chains are not allowed.

Tattoos need to be covered.

Pajamas and slippers are not appropriate attire for school.

The administration and faculty of Wells Middle School have the responsibility to administer the dress code and may make additional changes to the above items at any time during the school year. All inappropriate items taken will be given to charity if not claimed from the office by parent/guardian within 30 days. Dress code violations will result in a detention or other disciplinary consequences

Drug Free Expectations

Alcohol and Other Drugs

The Governing Board believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety, and create a well-disciplined environment conducive to learning.

The Superintendent or designee shall develop, implement and evaluate a comprehensive prevention and intervention program that is coordinated with other school and community-based services and programs. The district's program shall be scientifically based and designed to prevent or reduce alcohol or other drug use and the possession and distribution of illegal drugs. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians, and coordination with appropriate community agencies and organizations.

The Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of the district's program in reducing drug and alcohol use. The Superintendent or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among district students, including discipline problems, and the prevalence of risk factors.

The Superintendent or designee shall consult with principals, teachers, other school personnel, students, and parents/guardians when developing the district's program.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely communicated to all stakeholders.

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

The Board encourages the establishment of site-level advisory groups to assist in promoting alcohol- and drug-free schools.

The district's drug education program shall augment county drug education services, if any. District staff shall take every opportunity to cooperate with county and county office of education staff in planning and implementing collaborative alcohol and drug prevention programs.

Instruction

The district shall provide science-based preventative instruction which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC 7114, 7162; Health and Safety Code §11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

The curriculum of all elementary and secondary schools shall include instruction on the effects upon the human body, as determined by science, of tobacco, alcohol, narcotics, dangerous drugs as defined in Health and Safety Code §11032, and other dangerous substances. Instruction shall be sequential in nature and suited to meet the needs of students at their respective grade level.

In grades 1-6, instruction in drug education should be given in health courses required by California Education Code §51210. (California Education Code §51260)

In grades 7-12, instruction in drug education shall be conducted in health courses and in any other appropriate area of study required by California Education Code §51220. (California Education Code §51260)

Secondary school instruction shall also include a study of the effects of alcohol and other drugs upon prenatal development. (California Education Code §51203)

Instruction shall be provided by appropriately trained instructors who have demonstrated competencies, as determined by the principal or designee, in the following areas: (California Education Code §51260)

1. The ability to interact with students in a positive way
2. Knowledge of the properties and effects of tobacco, alcohol, narcotics, dangerous drugs, and shared drug apparatus
3. Effective teaching skills and competency in helping students to express opinions responsibly and to become aware of their values as they affect drug-use decisions

Intervention, Referral, and Student Assistance Programs

School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling, referral and other student assistance programs.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with their parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

District staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who have a reasonable suspicion that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

If the principal or designee, in their professional capacity or in the course of their employment, knows, observes or suspects that a student may be under the influence of alcohol or drugs, they may notify the parent/guardian. (California Education Code §44049)

School staff shall not disclose confidential information provided during counseling by a student 12 years of age or older. A school counselor may report such information to the principal or parent/guardian only when they believe that disclosure is necessary to avert a clear and present danger to the health, safety or welfare of the student or other persons living in the school community. The school counselor shall not disclose such information to the parent/guardian if they believe that the disclosure would result in a clear and present danger to the student's health, safety or welfare. (California Education Codes §§44049, 49602)

Enforcement/Discipline

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

Parent Involvement Strategies

The following are some of the parent involvement strategies used to support and reinforce school rules:

Wells Middle School trains and informs parents and guardians of disciplinary expectations through committees and parent involvement opportunities such as English Learner Advisory Committee (ELAC), School Site Council (SSC), Wells Parent University (WPU), and Coffee with the Counselors.

The commitment to building partnerships is evidence by the communications and training provided with parents and guardians. Within student yearly registration, parents and guardians are provided documents that include an explanation of student disciplinary expectations and a list of violations that may lead to suspension and/or expulsion. The Wells Middle School Student-Teacher-Parent Compact produced by the School Site Council is an agreement between the parent, the student and teacher. The compact lists academic and disciplinary expectations that all parties agree upon to support student learning at Wells Middle School. During registration, parents and guardians also receive information regarding student behavior expectations through the School Parental Involvement Policy. The electronic registration process ensures parents and guardians have been provided the documents that include behavior expectations.

Additionally, information and trainings regarding student behavior expectations are provided through various parent/guardian meeting opportunities. Disciplinary data and information is reviewed with committees such as School Site Council and ELAC with the purpose of informing parents and gathering input to make improvements. Student behavior expectations and ways parents can support their student are embedded in Wells Parent University meetings and during Coffee with the Counselors. Wells Middle School also solicits outside personnel from Riverside County Deputy District Attorney's office to provide training to parents and guardians regarding bullying awareness and prevention and gang awareness and prevention. To reinforce disciplinary expectations, Wells Middle School is committed to building partnerships with parents and guardians through parent involvement opportunities.

Collaboration Strategies

The following strategies are used to develop relationships and collaborate and partner with organizations and community to prevent violence and crime:

Wells Middle School regularly collaborates with the site's School Resource Officer (SRO) to prevent crime. The site's SRO is kept informed of criminal activity and threats of criminal activity. The site works closely with the SRO in developing practices and procedures to prevent crime and violence. Although, the officer is stationed at a high school site, he does visit Wells to provide assistance when needed to deter violence and crime. The officer works in collaboration with various departments within the police force, such as Gang Unit, to address ongoing issues. The partnership between Wells Middle School with law enforcement helps prevent violence and crime.

Wells Middle School's has also established a relationship and partnership with personnel from the Riverside County District Attorney's Office. Several representatives from the District Attorney's office have provided a variety of training to parents, students, and staff regarding drugs, gang violence, child safety, parental support, and child trafficking. The partnership with Riverside County District Attorney's Office has been invaluable to the Wells community.

Prevention and Intervention Strategies

Developing and sustaining a strong safe-school culture free of intimidation or violence requires the efforts of all stakeholders, administration, staff, students, parents, and community members. At the site level, administration, staff, and student leaders should strive to help students develop meaningful connections to school. One way to achieve this is to train staff and students in a variety of violence prevention strategies as well as to provide a broad scope of opportunities for student engagement.

Maintain a School Culture Free of Violence

- Examine how policies and programs in the classroom, school building, and district office facilitate the peaceful interaction of individuals and groups
- Communicate and consistently enforce the school's policy on weapons possession and aggressive behavior
- Make it clear in all communications, verbal and written, that all threats that compromise the safety and security of any student, staff, or other school community member, will be taken seriously. This includes any threat expressed through electronic means or technological device
- Develop and implement a systematic, team-oriented threat inquiry process that includes a referral process for mental health or social services as well as the capacity to monitor and support both perpetrators and victims
- Implement staff training in nonviolent conflict resolution and threat inquiry processes
- Encourage all site staff to develop sincere relationships with students, visit classrooms, be visible on campus, and maintain a reasonable level of accessibility to students and parents

Suicide Prevention

Suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. The implementation of instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning sign of suicidal intent in others is an essential part of prevention, intervention, and postvention.

- Implement instructional strategies for teaching suicide prevention curriculum and promoting mental and emotional health
- Awareness of individual risk factors and warning signs
- Identify appropriate mental health services at the school site and within the community, and how to refer youth and their families to those services
- Student identification cards for students in grades 7-12 include the National Suicide Prevention Lifeline telephone number
- Implementation of procedures to address students' and staffs' grief and to minimize the risk of imitative suicide or suicide contagion

The following curriculum and program strategies are used to emphasize prevention and alternatives to violence and strategies to provide a broad scope of opportunities for student engagement:

Wells Middle School utilizes a variety of resources and strategies to emphasize prevention and alternatives to violence and opportunities for student engagement. During each semester, students at Wells Middle School participate in a behavior expectation assembly. During these assemblies, topics such as fighting, bullying, harassment, dangerous objects are discussed along with the consequences. Additionally, guest speakers from the Riverside County Deputy District Attorney's office are invited for the purpose of gang and drug prevention. Personnel from the Riverside County Deputy District Attorney's office bring ex-gang members to discuss the dangers and reality of gangs and gang violence.

Wells Middle School counselors present information to students throughout the school year. Counselors visit each classroom to discuss topics such as violence and bullying. The purpose of their visits to classrooms is to bring awareness to bullying behavior, set the behavior expectations, and discuss resources. During Suicide Awareness Monday, counselors provide awareness and resources to students.

Wells Middle School participates in the Red Ribbon Week campaign in the month of October. Red Ribbon Week is a drug awareness campaign utilized to promote a healthy living and discourage drug use.

Students at Wells Middle School are encouraged to be involved in clubs and activities to increase engagement with schools. Wells offers student involvement in many clubs, afterschool activities and leadership opportunities. Additionally, Wells offers CTE programs, such as CTE Digital Media Design, CTE Woodshop, and CTE exploratory. At Wells, we strive to offer many opportunities for students to participate in school-related functions to keep them involved in a positive environment.

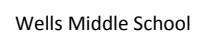
Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

The Superintendent or designee shall develop procedures for identification of staff, students, and volunteers.

Schools must include plans for:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel



Emergency Evacuation Routes and Procedures

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

- ☐ Off-campus evacuation site(s) have been identified on an aerial map provided to the district by Riverside Police Department's (RPD) Air Unit.
- ☐ Sets of aerial maps are kept in each of the three RPD SRO's patrol cars trunks; a set in the RPD Watch Commander's office; a set in the SRO Lieutenant's office; a set with in the Administrative Services office; and a set in the Student Services office.

Staff Training

The site has trained staff on an annual basis using the following methods:

Staff members at Wells Middle School are provided training on emergency procedures on an annual basis. During the first staff meeting of the year, prior to student return from summer break, staff members are provided with a physical copy of the safety plan and it is reviewed with all staff. Additionally, a digital copy of the plan is made available. The site schedules safety practice drills throughout the school year, in preparation of a fire, earthquake, active shooter, or lock down.

In an Emergency Building Evacuation, all employees will:

- ☐ Upon emergency alert, secure work area and depart/report to assigned area.
- ☐ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ☐ DO NOT re-enter the building without permission or request of emergency service authorities.
- ☐ Remain in the general assembly areas and calm students if not assigned another duty.
- ☐ When signaled to re-enter safe areas of the school, quickly do so. Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

- ☐ Upon emergency alert, assemble students for evacuation using designated routes and account for all students.
- ☐ Secure room. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ☐ Upon arrival at the assembly area, account for all students.
- ☐ Secure medical treatment for injured students.
- ☐ Report any students missing or left behind because of serious injuries.
- ☐ Stay with and calm students.
- ☐ If signaled to re-enter school, assure students do so quickly and calmly.
- ☐ Account for all students.
- ☐ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ☐ Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- ☐ Notify the Superintendent of the campus evacuation.
- ☐ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ☐ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Accommodations for People with Special Needs

It is critical to make appropriate accommodations to ensure the safety of students and staff with special needs.

☐ **Identification**

- Identify and document staff and students with special needs and the types of assistance required in an emergency.
- Keep an up-to-date list of staff and students with special needs in the office and classroom emergency packet.
- On the up-to-date list, highlight those with priority needs in the event of an evacuation. (i.e. ambulatory vs. non-ambulatory, verbal vs. nonverbal)
- Create a system to keep this information up-to-date and accessible by all who might need it in event of emergency, including classroom teachers.
- Allow visitors to self-identify their special evacuation needs via sign-in log.

☐ **Evacuation routes and maps:**

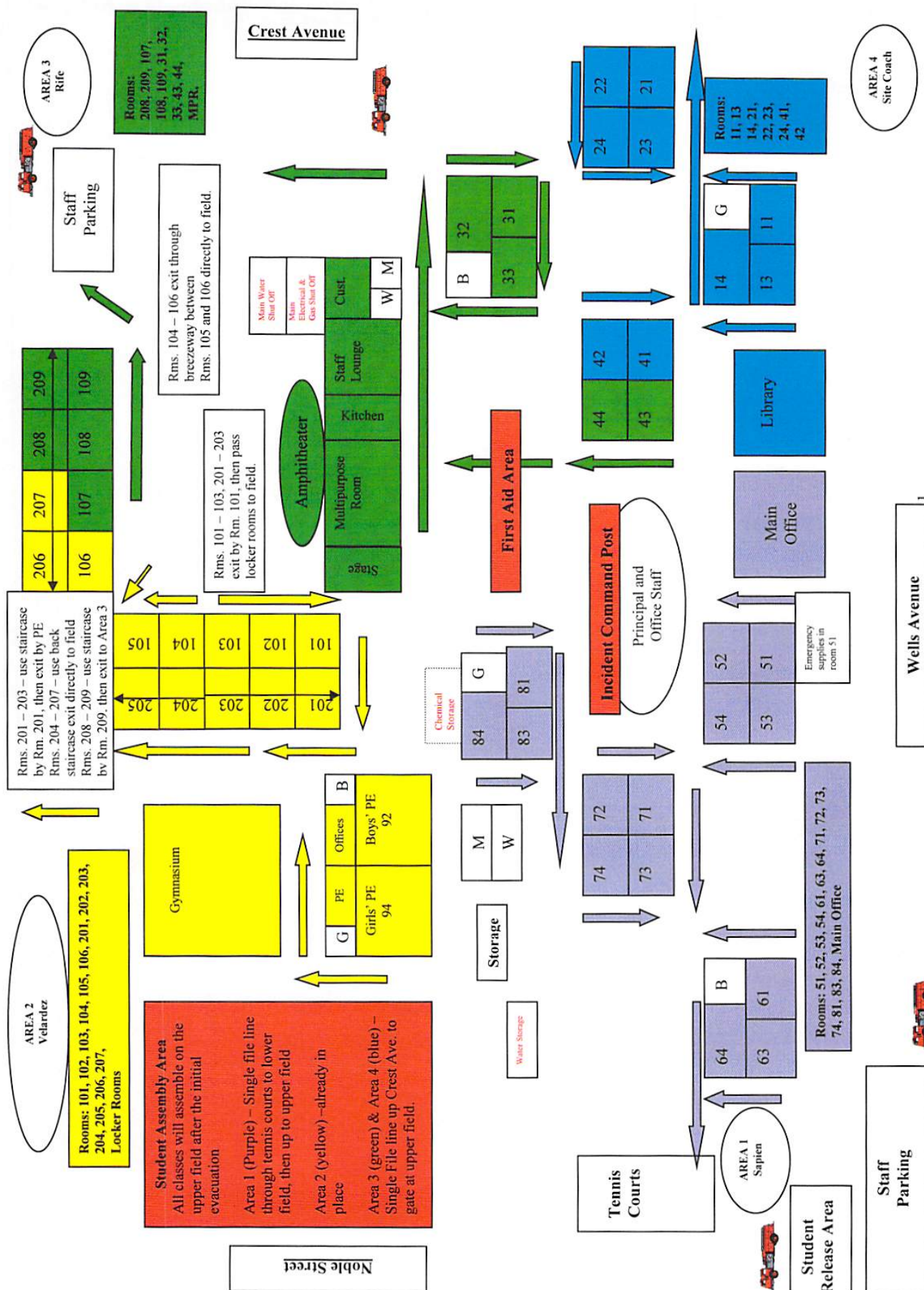
- Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
- Review all paths of travel and potential obstacles to determine most practical evacuation routes.
- For individuals with mobility impairments avoid barriers such as stairs and narrow doors.
- Include special needs evacuation information indicating primary and secondary exits in all campus emergency packets.
- Identify areas of rescue where students with special needs can wait for assistance if necessary.

☐ **Training and drills:**

- Provide training for those designated to evacuate students with special needs.
- Include individuals with special needs when conducting evacuation drills.
- Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
- Review emergency protocol to address confrontational student/staff behavior during evacuation. If a person refuses to move and all possible strategies have been employed, rescuer must self-evacuate. Under no circumstances may an individual re-enter a building once evacuated.

☐ **Equipment and supplies:**

- Have student carry medical information in wallet, purse, or backpack.
- If reliant on battery-operated technology, have student carry extra batteries in wallet, purse, or backpack.





Reunification

It is the responsibility of school personnel to assure the reunification of students with their parents/guardians or authorized adult through separate request and release gates. The student release process may be supported by student runners. Refer all requests for information to the Public Information Officer (PIO).

- ☐ Check with Operations Chief for assignment to Request Gate or Release Gate
- ☐ Obtain necessary equipment and forms from Logistics
- ☐ Secure area against unauthorized access.
 - Mark gates with signs.
- ☐ Set up Request Gate at the main student access gate.
 - Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside the fence at Request Gate.
 - Have enough Student Release Forms for every student
 - Assign volunteers to assist.
- ☐ Set up Release Gate some distance from Request Gate.

Follow procedures outlined below to ensure the safe reunification of students with the parents/guardians or authorized adult:

- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ Staff files the Emergency Card in the "out box."
- ☐ Runner takes form to the designated classroom evacuation site.
- ☐ If a parent refuses to wait in line, do not argue
- ☐ Note the time with appropriate comments on the Emergency Card and place in "out box."

If student is WITH class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "Sent with Runner"
- ☐ If appropriate, teacher sends parent copy of First Aid Form with runner
- ☐ Runner walks student(s) to Release Gate
- ☐ Runner hands paperwork to release personnel
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.
 - Parents are given the Notice of First Aid Care Given, if applicable

If student is NOT with class:

- ☐ Teacher makes appropriate notation on Student Release Form:
 - "Absent" if the student was never at school that day
- ☐ "First-Aid" if student is in Medical Treatment Area
- ☐ "Missing" if student was in school, but now cannot be located
- ☐ Runner takes Student Release Form to Command Post (CP)
- ☐ CP verifies student location if known and directs runner accordingly
- ☐ Parent should be notified of missing student status by a staff member and escorted to crisis counselor
- ☐ If student is in First Aid, parent should be escorted to Medical Treatment Area
- ☐ If student was marked absent, parent will be notified by staff member

Closing Down:

- ☐ At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- ☐ Complete all paperwork and turn into the Documentation Unit

Emergency and Disaster Response Procedures

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (California Education Code §32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (California Education Code §32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. **DROP** to the ground.
 - b. **COVER** the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. **HOLD** onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take attendance, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

- 1. The Principal or Designee will:**
 - o Order an evacuation if the fire alarm doesn't work
 - o Call 911
 - o Notify the Superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
6. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the Fire Department by calling 911.
3. Notify the Superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

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

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

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a **STAGE 3 EMERGENCY**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- ☐ Contact Maintenance and Operations immediately if your site is experiencing a blackout.
- ☐ Phones that require power from an electrical outlet will not work. Communication to the district office will need to be done by radio or cell phone.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ **DO NOT USE** candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

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

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

Communication

Email Communication

- ☐ Communications with district crisis personnel is typically via email using the crisis email list for notifications whenever a call is place to request an ambulance, police officer, or fire department
- ☐ Crisis email lists are also used to notify district crisis personnel whenever a lockdown has been initiated for ANY reason
- ☐ The crisis email list only notifies district crisis personnel; it DOES NOT summon public safety officials for you
- ☐ After a call to 911 has been placed or a lockdown has been initiated, send the appropriate crisis email.
 - Do not wait until the situation has been resolved
 - The purpose of the crisis email is to alert certain staff members, alert the assigned school resource officers, and place district resources at your disposal should the need arise

Crisis Email Lists

The crisis email lists are:

- ☐ **Crisis – Ambulance:** To be used when a 911 call has been made to request an ambulance
- ☐ **Crisis – Fire:** To be used when a 911 calls has been made to the Fire Department
- ☐ **Crisis – Lockdown:** To be used when a site has initiated lockdown procedures for ANY reason
- ☐ **Crisis – Police:** To be used when a 911 call has been made for Police assistance

Security Alert

Purpose: The protocol will be followed if an event requires heightened security measures and/or greater presence of staff while still being at a lower level than a Lockout. The Security Alert protocol will allow for the teaching day to continue without disruption but allow for greater awareness of potential threats. School will dismiss at normal times and students may be checked in and out by parents and guardians. The Security Alert protocol can be initiated by the police department, the fire department, the school district or by the individual school site.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take attendance and report any missing students and their location to the office.
4. Do not allow students to leave the room until the **ALL CLEAR** signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until **ALL CLEAR** is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: **"We are in lockdown, please secure your rooms."** This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- ☐ Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest

- ☐ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Designate assigned individual to lock all doors leading into administration building.
- ☐ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- ☐ Contact school resource officer or other security personnel and provide available information.
- ☐ When able, alert Superintendent's office.
- ☐ RPD SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in Student Services and with Administrative Services. Officers, as well as, their Lieutenant and Watch Commander have an aerial map of each school. RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- ☐ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- ☐ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ☐ Meet law enforcement at Incident Command Post.
- ☐ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ☐ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ☐ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
- ☐ Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ☐ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ☐ Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ☐ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ☐ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available

channels of communication are disabled and the injury is life- threatening, slide Red Cross placard (found in the emergency packet) under the door.

- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- ☐ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- ☐ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ☐ Do **not** chase students that run. Let them go.
- ☐ Do **not** go into rooms that cannot be secured and offer no way out.
- ☐ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- ☐ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- ☐ Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- ☐ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- ☐ If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- ☐ If safe to do so, take attendance and document on appropriate form.
- ☐ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- ☐ Gather students together and organize into an orderly formation.
- ☐ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- ☐ Follow pre-arranged evacuation route to evacuation location.
- ☐ Upon arrival at the pre-arranged location, take attendance.
- ☐ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- ☐ Through drills and training, pre-determine and practice where staff can safely hide.
- ☐ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- ☐ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

If the active shooter is nearby:

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- ☐ Remain calm, and follow officers' instructions.
- ☐ Put down any items in your hands (i.e., bags, jackets).
- ☐ Immediately raise hands and spread fingers. Keep hands visible at all times.
- ☐ Avoid making quick movements toward officers such as holding on to them for safety.
- ☐ Avoid pointing, screaming and/or yelling.
- ☐ Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- ☐ Location of the active shooter
- ☐ Number of shooters, if more than one
- ☐ Physical description of shooter(s)
- ☐ Number and type of weapons held by the shooter(s)
- ☐ Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

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

When instructed or when an alerting system triggers a Shelter-in-Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- ☐ Attempt to gain as much information as possible when the threat is received.
- ☐ Do not hang up on the caller.
- ☐ Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- ☐ Call 911.
- ☐ Notify Superintendent's Office
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification. Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.

- ☐ If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- ☐ If and when possible, call Administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and personnel.
- ☐ Determine whether to initiate Shelter-in-Place Protocol.
- ☐ Secure the area (block points of entry).
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent and Administrative Services **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call Maintenance and Operations and/or Administrative Services. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- ☐ Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- ☐ Close windows and blinds. Move everyone away from windows.
- ☐ Take attendance. List any missing students or staff members and their possible locations.
- ☐ Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- ☐ Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound

decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as Very High or Dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "High" (80°-98°), the following precautions should be observed:

- ☐ Students and staff shall be encouraged to wear light clothing
- ☐ Students and staff physical activity, both indoors and outdoors shall be limited
- ☐ Students and staff shall be encouraged to remain in areas protected from the sun
- ☐ Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the school are notified of a smoke alert, either by AQMD or the City of Riverside or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- ☐ **Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- ☐ **Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- ☐ **1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- ☐ **Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- ☐ **DROP** down on the floor.
- ☐ Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ **HOLD** onto the furniture and be prepared to move with it.
- ☐ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

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

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

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

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

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

Initial contact

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

Assess respiration (normal, rapid, absent)

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

Assess perfusion (pulse, bleeding)

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

Assess Mental Status (commands, movement)

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

Automated External Defibrillator (AED)

The three comprehensive high school sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The Principal/Designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the Principal/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Principal/Designee.

The Superintendent/Designee will act as the official spokesperson for the District in an emergency situation. As such, all inquiries must be directed to the Superintendent/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its Site Disaster/Emergency Preparedness Map a pre-established Media Reporting Check-In location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

Order of Succession

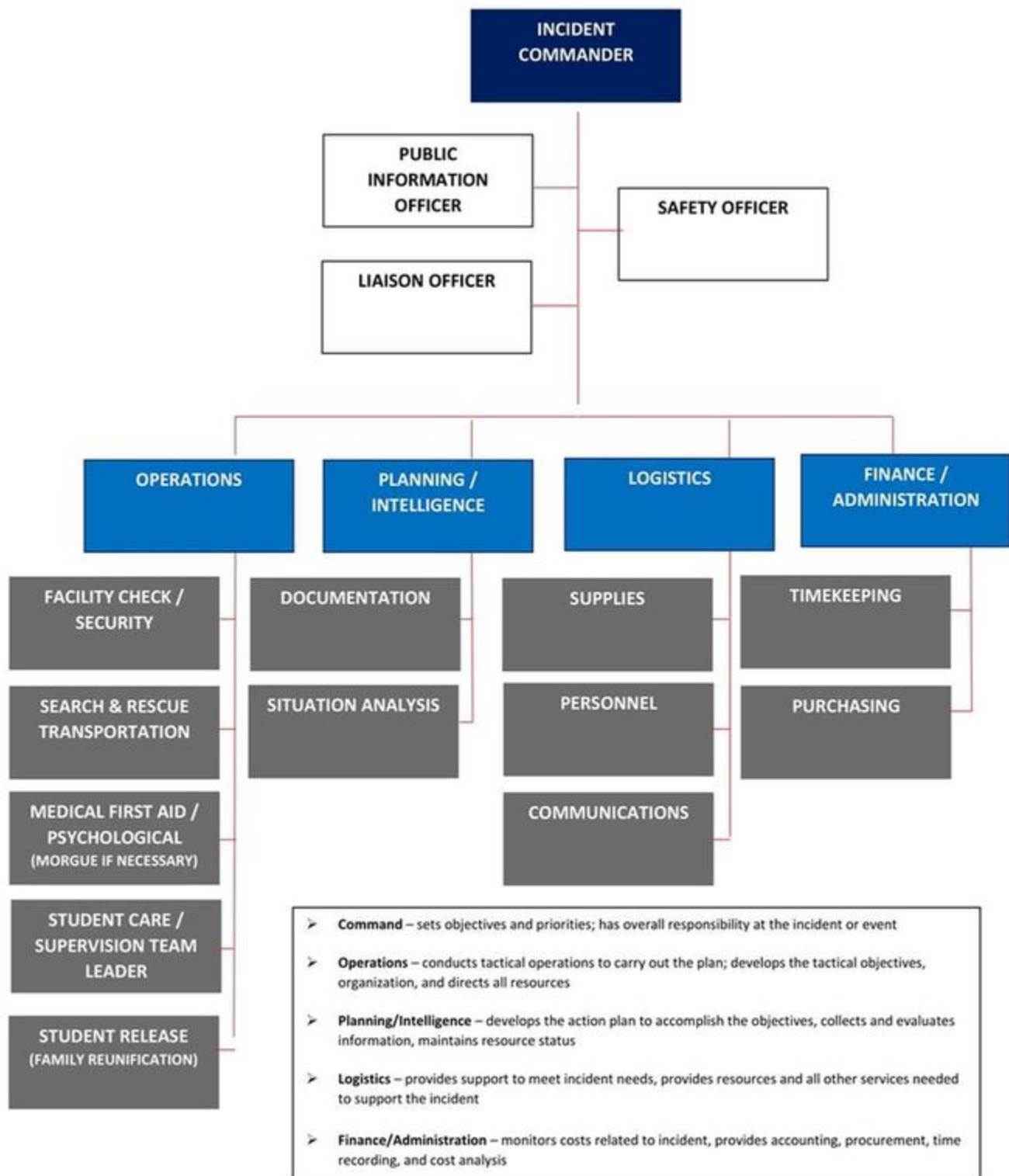
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Karin Ribaudó
2. Administrative Designee – Rosa Velardez, Assistant Principal
3. Administrative Designee/Other – Ofelia Cervera, Instructional Coach
4. Administrative Designee/Other – Arturo Ramirez, Teacher

Should any of these people move to the Incident Command position, other staff will have to be assigned to fill the role previously designated to them.

Incident Command Center

SEMS / NIMS Structure



Emergency Operations Center – Team Assignments

Principal – Karin Ribaudó

Incident Commander – Karin Ribaudó

Safety Officer – Arturo Ramirez

Liaison Officer – Ofelia Cervera

Public Information Officer – Sarah Caudillo

OPERATIONS

Operations Chief – Assistant Principal, Rosa Velardez

Facility Check / Security Lead – Antonio Fernandez/Juan Garcia/Calvin Bernard

Search and Rescue Team / Transportation Lead – Mike Kolonics (team lead), Ben Nunez, Rick Moore, Mike Gomezmaicas, Derek Adams, Rich Politiski

(Team members assigned as needed for search and rescue and transportation to First Aid)

Medical First Aid / Psychologist Team Lead – Marcy Frampton/Barbara Koch (Leads), Diane Lechuga, Lindasay Hill, Amanda Johnson, Adrian Gamez, Peter Manely

(Other site personnel will be added to this team depending on need)

Student Care / Supervision Lead – Alanna Kolonics/Tom Butorac

(Teachers and paraeducators start on this team until staff and student accountability is complete or unless otherwise assigned)

Student Release Team Lead – Alanna Kolonics, Judy Bonilla, Nathalie Mason, Tanya Gay

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Brian Geil

Documentation – Kelly Cochrun

(Additional staff as needed for documentation and/or runners)

Situation Analysis – Lydia Song

LOGISTICS

Logistics Chief – Virginia Sapien

Supplies Lead – Marissa Vasquez

Personnel – Jackie Riedell

Communications – Valecia Rife

(Others may be assigned to these areas depending on the need)

FINANCE / ADMINISTRATION

This area is set up last and often at the end of an event for financial reimbursement and accountability purposes

Finance / Administration Chief – Vivian Teeple-Frank

Timekeeping – Sarah Caudillo

Purchasing – Nathalie Mason

Buddy Roster

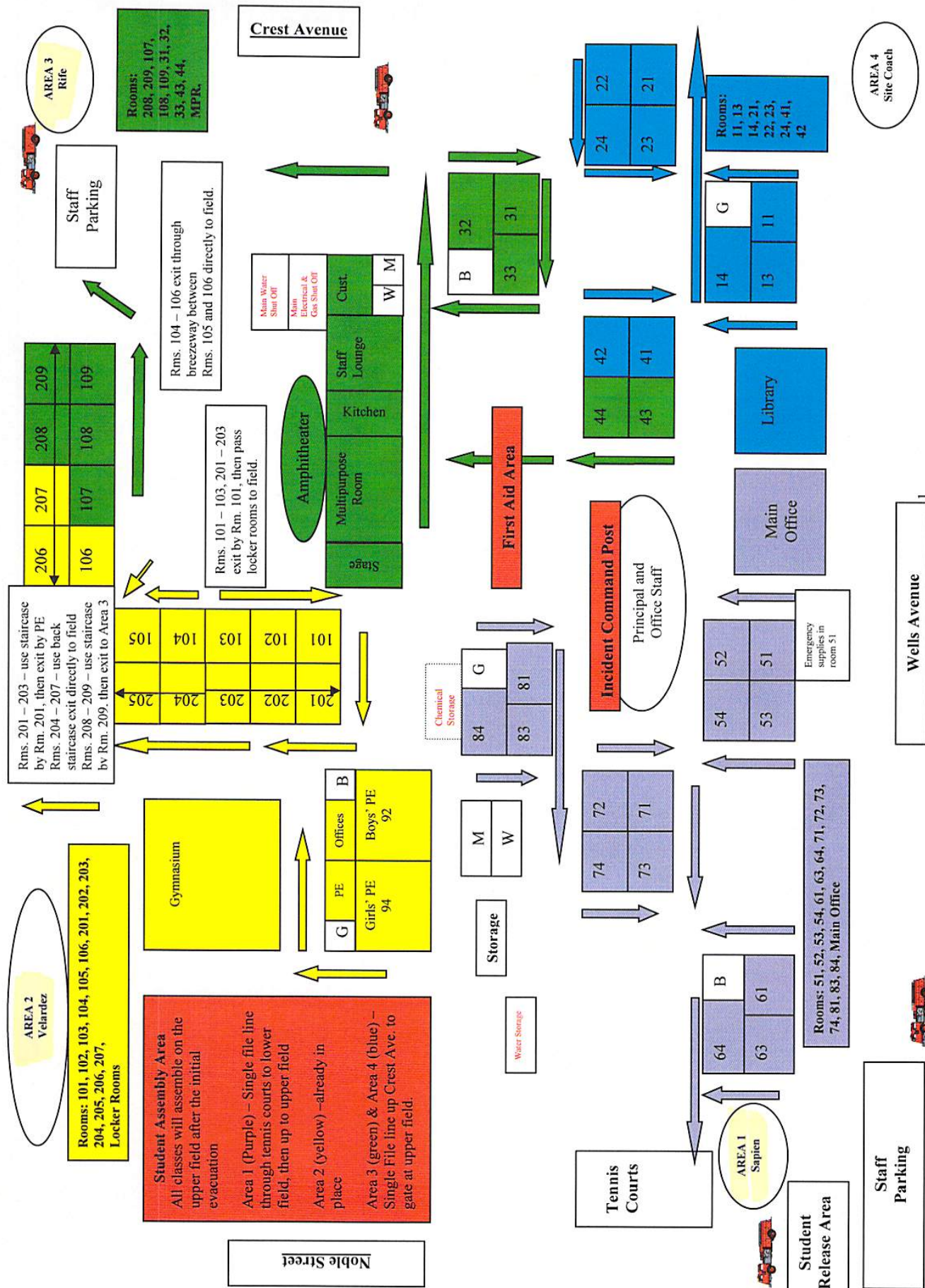
Each staff member will locate and attempt to determine whether their buddy has been injured in the emergency or may be off site. If a buddy cannot be located, that information should be given to the Logistics Chief who will inform the Search and Rescue Lead to alert the Search and Rescue Teams to look for the missing person in the course of their search.

Staff From Room:	Staff From Room:
Main Office Karin Ribaud, Rosa Velardez	Custodial Antonio Fernandez
Guidance Virginia Sapien, Georgina Garzon	Guidance Valecia Rife
Main Office Kristin Rhamie	Main Office Loida Ortiz
Main Office Vivian Teeple, Open	Main Office Nathalie Mason, Sarah Caudillo
Library Teri Backes, Kelly Cochrun	Room 14 Janet Fedenuik
94 - PE Molly Bell	92 - PE Alanna Kolonics
94 - PE Tom Butorac	92 - PE Michael Kolonics
11 Richard Moore	21 Brian Geil
24 David Bluestein	22 Adrian Gamez
43 Maria Gajic	33 Tiffany Chase
31 Amanda Johnson	32 Michael Gomezmaicas
OCI-51 Arturo Ramirez	Main Office Ofelia Cervera
53/54 Adam Hill	83/84 John Florentin, Barbara Koch
71 Juan Casas	72 Amber Cabrera
73 Lindsay Hill	74 Adam Hill
61 Jackie Riedell	64 Derek Adams
104/103 Judith Bonilla, Nathan Wiles	105 Marissa Vasquez
106 Rich Politiski	107 Dianne Lechuga,
107/208 Dianne Lechuga, Erin Alama	108 Peter Manley
201/203 Sabrina Jackson/Kay Hall	204/205 Lydia Song/Nancy Valdez

All employees must first verify their “buddy” is on site and able to evacuate. Report any “buddy” who is unaccounted for to the Logistics Chief. Any itinerant employee who is at another site during a disaster or emergency must report to the Incident Commander at that site for an assignment.

Even though employees have a team assignment for purposes of this plan, each employee must be prepared to fill another role if called on to do so during an actual emergency.

Staging Areas



Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus

- **Assess type and scope of emergency**
- **Determine threat to human life and structures**
- **Implement emergency/disaster plan and hazard specific procedures**
- **Develop and communicate an incident action plan with objectives and a time frame to meet those objectives**
- **Activate functions (assign positions) as needed**
 - Fill in Incident Command Structure (ICS) organizational chart
 - Appoint back-up or an alternate IC
- **Continue to monitor and assess total school situation:**
 - View site map periodically for Search & Rescue progress and damage assessment information
 - Check with Section Chiefs for periodic updates
 - Reassign personnel as needed
- **Report (through Communications) to District Office on status of students, staff, campus as needed (Site Status Report)**
- **Develop and communicate revised incident action plans as needed**
- **Begin student release when appropriate**
 - No student should be released until student accounting is complete
 - Never send students home before the end of the regular school day unless directed by the Superintendent except individuals on request of parent/guardian
- **Authorize release of information**
- **Utilize your back-up IC: plan and take regular breaks 5-10 minutes/hour away from the CP**
- **Plan regular breaks for all staff and volunteers**
- **Release teachers as appropriate per District guidelines**
 - By law, during a disaster, teachers become “Disaster Service Workers”
- **Remain on and in charge of your campus until redirected or released by the Superintendent of designee**

Closing Down:

- **Authorize deactivation of sections, branches, or units when they are no longer required**
- **At the direction of the Superintendent or designee, deactivate the entire emergency response**
 - If Fire Department or other outside agency call an “ALL CLEAR,” contact the District before taking any further action
- **Ensure that any open actions not yet completed will be taken care of after deactivation**
- **Ensure the return of all equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit
- **Proclaim termination of the emergency and proceed with recovery operations as necessary**

Command Post Equipment / Supplies:

- Campus map

- ALL job descriptions on a clipboard
- Master keys
- Staff and student rosters
- School district radio (Emergency radio)
- Disaster response forms
- Campus 2-way radios
- Emergency / disaster plan
- AM / FM radio (battery)
- Bullhorn
- Tables and chairs (if CP is outdoors)

Section: Command

SAFETY OFFICER

The Safety Officer ensure that all activities are conducted in as safe a manner as possible under the circumstances which exist.

- **Check in with Incident Commander for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log**
 - o Maintain all required records and documentation to support the history of the emergency or disaster
 - o Document:
- **Messages received**
- **Action taken**
- **Decision justification and documentation; Requests filled**
- **Monitor drills, exercises, and emergency response activities for safety**
- **Identify and mitigate safety hazards and situations**
- **Stop or modify all unsafe operations**
- **Ensure that responders use appropriate safety equipment**
- **Think ahead and anticipate situations and problems before they occur**
- **Anticipate situation changes, such as severe aftershocks, in all planning**
- **Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions**

Closing Down:

- **When authorized by the IC, deactivate the unit and close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit
- **Return equipment and reusable supplies to Logistics**

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

The public has the right and need to know important information related to emergencies/disasters at the school site as soon as it is available.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, they will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

New conferences and press releases must be approved by the District PIO before release.

- **Determine a possible “news center” site as a media reception area**
 - o Locate away from the Command Post and students
 - o Get approval from the Incident Commander (IC)
- **Identify yourself as the “PIO”**
- **Consult with District PIO to coordinate information release**
- **Assess situation and obtain statement from IC; tape record if possible**
- **Advise arriving media that the site is preparing a press release and approximate time of its issue**
- **Open and maintain a position log of your actions and all communications**
 - o If possible, take media briefings
 - o Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
 - o Incident or disaster cause and time of origin
 - o Size and scope of the incident
 - o Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
 - o Resources in use
 - o Best routes to school if known and appropriate
 - o Any information school wishes to be released to the public
- **Read statements if possible**
- **When answering questions, be complete and truthful, always considering confidentiality and emotional impact.**
 - o Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
 - o Avoid use of the phrase “no comment.”
- **Remind school site / staff volunteers to refer all questions from media or waiting parents to the PIO**
- **Update information periodically with IC**
- **Ensure announcements and other information are translated in other languages as needed**
- **Monitor news broadcasts about incident**
 - o Correct any misinformation heard

Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
 - o Direct staff members to sign out through Finance / Administration

- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- ☐ Position identifier (safety vest)
- ☐ Job description clipboard
- ☐ Battery operated AM / FM radio
- ☐ Paper, pencils, marking pens
- ☐ School site map(s) and area maps
- ☐ 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Command

LIAISON OFFICER

The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

- **Check in with Incident Commander (IC) for situation briefing**
- **Determine your personal operating location and set up as necessary**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log.**
 - Maintain all required records and documentation to support the history of the emergency or disaster
- **Brief Agency Representatives on current situation, priorities and incident action plan**
- **Ensure coordination of efforts by keeping IC informed of agencies' actions plans**
- **Provide periodic update briefings to Agency Representatives as necessary**

Closing Down:

- **At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- 2- way radio *
- Job description clipboard
- Clipboard, paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security; Search and Rescue; Medical; Student Care/Student Release.

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Assume the duties of all operations positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**
- **If additional supplies or staff is needed for the Operations Sections, notify Logistics.**
 - When additional staff arrive, brief them on the situation and assign them as needed
- **Coordinate Search and Rescue operations**
 - Appoint Search and Rescue Team Leader to direct their operations if necessary
- **As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander**
- **Inform the Incident Commander regarding tasks and priorities**
- **Make sure that the operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities**
- **Schedule breaks and reassign operations staff within the section as needed**

Closing Down:

- **At the Incident Commander's direction, release operations staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- Search and Rescue equipment including 2-way radio *
- School site map

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Facility Check / Security

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

- **Wear hard hat and orange identification vest if available**
- **Take appropriate tools, job description clipboard, and radio**
- **As you do the following, observe the campus and report any damage by radio to the Command Post ***
- **Lock gates and major external doors if needed**
- **Locate / control / extinguish small fires as necessary**
- **Check gas meter and, if gas is leaking, shut down gas supply**
- **Shut down electricity only if building has clear structural damage or advised to do so by the Command Post**
- **Post yellow caution tape around damaged or hazardous areas**
- **Verify that campus is “locked down” and report same to Command Post**
- **Advise Command Post of all actions taken for information and proper logging**
- **Be sure that the entire campus has been checked for safety hazards and damage**
- **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety**
- **Route fire, rescue, police, etc. as appropriate**
- **Direct all requests for information to the Public Information Officer (PIO)**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work gloves and whistle
- Job description clipboard
- 2- way radio
- Master keys / Goggles, flashlight, dust masks, yellow caution tape, and shut-off tools

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment**
- **Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response**
- **Assign teams based on available manpower, minimum 2 persons per team**

Perform visual check of outfitted team leaving Command Post; include radio check. Teams should be wearing sturdy shoes and safety equipment.

- **Record names and assignments before deploying teams**
- **Dispatch teams to known hazards or situations**
 - o Send specific map assignment with each team
- **Remain at the Command Post in radio contact with Search and Rescue Team**
- **Record all teams' progress and reports on site map, keeping others at Command Post informed of problems**
 - o When a room is reported clear, mark a "C" on the map
- **If injured students are located, consult Operations Chief for response**
 - o Utilize Transport Teams or send a First Aid Team
- **Record exact location of damage and triage tally on map**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple ***
 - o Do not use codes
- **10-codes or police codes**

Closing Down:

- **Record the return of each Search and Rescue team**
 - o Direct them to return equipment and report for additional assignment to Logistics
- **Provide logs and other relevant documents to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- Job description clipboard
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment. See list below.**
- **You should be wearing sturdy shoes and long sleeves**
- **Check in at Command Post for assignment**

Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.

Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. Be aware of the possibility of aftershocks.

- **Use chalk to make a “slash” mark on the door when entering the room**
- **Check under desks and tables.**
 - o Search visually and vocally
 - o Listen
- **When leaving each room, make another “slash” on the door to form an “X”**
- **When an injured victim is located, team transmits location and condition of injured to Command Post.**
 - o Do NOT use names of students or staff
 - o Follow directions from Command Post
- **Record exact location of damage and triage tally and report to Command Post**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple – Do NOT use codes ***

Closing Down:

- **Record equipment to Logistics**
- **Provide maps and logs to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape, chalk
 - o Use chalk or masking tape to make a “slash”

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

MEDICAL TEAM LEADER

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- **Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs**
- **Make personnel assignments**
 - If possible, assign a minimum of:
 - **2 people to Triage**
 - **2 to Immediate Medical Attention**
 - **2 to Delayed Attention**
 - **2 to Psychological**
 - **Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles**
 - Obtain equipment and supplies
- **Assess available inventory of supplies and equipment**
- **Review safety procedures and assignments with personnel**
- **Establish point of entry (“Triage”) into treatment area**
- **Establish “Immediate” and “Delayed” treatment areas**
- **Set up a separate Psychological first aid area if staff levels are sufficient**

Operational Duties:

- **Oversee care, treatment, and assessment of patients**
- **Ensure caregiver and rescuer safety**
- **Make sure that accurate records are kept**
- **Provide personnel response for injuries in remote locations or request Transport Team from Logistics**
- **If needed, request additional personnel from Logistics**
 - Brief newly assigned personnel
- **Report deaths immediately to the Operations Chief**
- **Keep Operations Chief informed of overall status**
- **Set up morgue, if necessary, in cool, isolated, secure area**
- **Stay alert for communicable diseases and isolate appropriately**

Closing Down:

- **At the Incident Commander’s direction, release Medical staff no longer needed**
- **Direct staff members to sign out through Finance / Administration**
- **Record equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, deactivate the section and close out all logs.**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Job description clipboard**
- **Emergency first aid supplies kit**
- **Clipboards, pens, pencils, marking pens**
- **2-way radio ***

- Blankets
- Tables and chairs
- Ground cover / tarps
- Staff and student medication from the Health Office
- Wristbands
- Identification tags

Forms

- First aid care log
- Personnel assignment form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

Use approved safety equipment and techniques. Obtain and wear personal safety equipment including latex gloves. Check with Medical Team Leader for assignment.

Operational Duties:

- **Administer appropriate first aid**
- **Keep accurate records of care given**
- **Continue to assess victim at regular intervals**
- **Report deaths immediately to Medical Team Leader**
- **If and when transport is available, do final assessment and document on triage tag (if available).**
 - Keep and file records for reference – Do NOT send with victim

Triage Entry Area:

- **Staff with a minimum of 2 trained team members, if possible**
- **One member confirms triage category, attaches triage tag, and directs to proper treatment area**
 - I = Immediate assistance needed
 - D = Delayed assistance
 - X = Dead
 - No treatment takes place at this station
 - Assess victim's condition if not tagged or identified
- **Second team member log victims' names on form and sends forms to Command Post as completed**

Treatment Areas – “Immediate” and “Delayed”

- **Staff with minimum of 2 team members per area, if possible**
- **One member completes secondary head-to-toe assessment**
- **Second member records information on triage tag and on-site treatment records**
 - Follows categories: Immediate, Delayed, Deceased
- **When using 2-way radio, do NOT use names of injured or dead**

Closing Down:

- **Return equipment and unused supplies to Logistics**
- **Clean up first aid area – dispose of hazardous waste safely**
- **Complete all paperwork and turn into the Documentation Unit**

Forms

- **Triage tags**
- **First Aid log**

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

- **Check with Operations Chief for direction**
- **If directed, set up morgue area.**
 - Verify: Tile, concrete, or other cool floor surface accessible to Coroner's vehicle away from assembly area
 - Keep unauthorized persons out of morgue

Operational Duties:

- **After pronouncement or determination of death: Confirm that the person is actually dead**
- **Do NOT move the body until directed by Command Post**
 - Do Not remove any personal effects from the body; Personal effects must remain with the body at all times
- **As soon as possible, notify Operations Chief, who will notify the Command Post**
 - Command Post will attempt to notify law enforcement authorities of the location and, if know, the identity of the body
 - Law enforcement will notify the Coroner
- **Keep accurate records and make available to law enforcement and/or the Coroner when requested**
- **Write the following information on two tags:**
 - Date and time found
 - Exact location where found
 - Name of decedent if known
 - If identified: how, when, by whom
 - Name of person filling out tag
 - Attach one tag to body
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping**
 - Securely attach the second tag to the outside of the bag
 - Move the body to the morgue
- **Place any additional personal belongings found in a separate container and label as above**
 - Do NOT attach to the body, store separately near the body

Closing Down:

- After all bodies have been picked up, close down the morgue
- Return all equipment and unused supplies to Logistics
- Clean up area – Dispose of hazardous waste safely
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Tags, pens / pencils
- Trash bags
- Duct tape
- Plastic tarps
- 2-way radio *
- Wristbands
- Identification tags

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area

Operational Duties:

- **Check in with Operations Chief for situation briefing**
- **Assign personnel to assignments as needed**
- **If school is evacuating:**
 - Verify that the assembly area and routes to it are safe
 - Count the classrooms as they exit to make sure that all classes evacuate
- **Initiate the set-up of portable toilet facilities and hand washing stations**
- **Monitor the safety and well-being of the students and staff in the Assembly Area**
- **Administer minor first aid as needed**
- **Support the Student Release process**
- **When necessary, provide water and food to students and staff**
- **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease**
- **Make arrangements to provide shelter for students and staff**
- **Arrange activities and keep students reassured**
- **Update records of the number of students and staff in the assembly area (or in the buildings)**
- **Direct all requests for information to the PIO**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, closet out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest)**
- **2-way radio ***
- **First aid kit**
- **Water**
- **Food**
- **Sanitation supplies**

Student Activities:

- **Books, games, coloring books, etc.**

*** Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.**

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

Certificated staff, school secretary, other available staff and disaster volunteers. Use buddy system. Student Release process may be supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates

Start-Up Actions:

- **Check with Operations Chief for assignment to Request Gate or Release Gate**
- **Obtain necessary equipment and forms from Logistics**
- **Secure area against unauthorized access**
 - Mark gates with signs
- **Set up Request Gate at the main student access gate**
 - Use alphabetical grouping signs to organize parent requests
- **Have Student Release Forms available for parents outside of fence at Request Gate**
 - Assign volunteers to assist
- **Set up Release Gate some distance from Request Gate**

Operational Duties:

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians

Refer all requests for information to the Public Information Officer (PIO). Do not spread rumors!

- If volunteers arrive to help, send them to Logistics

Procedures:

- **Requesting adult fills out Student Release Form; gives it to staff member and show identification**
- **Staff verifies identification**
 - Pull Emergency Card from file and verifies that the requester is listed on the card
- **Staff instructs the requester to proceed to the Release Gate**
- **Staff files the Emergency Card in the out box**
- **Runner takes form to the designated classroom evacuation site**

Note: If a parent refuses to wait in line, do NOT argue. Note time with appropriate comments on Emergency Card and place in box.

If student is with class:

- **Runner shows Student Release Form to the teacher**
- **Teacher marks box, "Sent with Runner"**
 - If appropriate, teacher sends parent copy of first aid form with runner
- **Runner walks student(s) to Release Gate**
- **Runner hands paperwork to release personnel**
- **Release staff matches student to requester**
 - Verify proof of identification
 - Ask requester to fill out and sign the lower portion of Student Release Form
 - Release student

- o Parents are given the notice of first aid care given, if applicable

If student is NOT with class:

- **Teacher makes appropriate notation on Student Release Form:**
 - o “Absent” if student was never in school that day
 - o “First aid” if student is in Medical Treatment Area
 - o “Missing” if student was in school, but now cannot be located
- **Runner takes Student Release Form to Command Post**
- **Command Post verifies student location if known and directs runner accordingly**
- **Parent should be notified of missing student status by a staff member and escorted to crisis counselor**
- **If student is in first aid, parent should be escorted to Medical Treatment Area**
- **If student was marked absent, parent will be notified by a staff member**

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Pens, stapler
- Boxes of Emergency Cards
- Parent Request Gate and Release Gate signs
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Signs for “Request Gate” and “Release Gate”

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource teams.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Assume the duties of all Planning/Intelligence positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the positions checklist**
- **Assist Incident Commander in writing Action Plans**

Closing Down

- **At the IC's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Planning/Intelligence positions have been accomplished**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Dry-erase pens
- Site map(s)
- Paper, pens

Forms:

- Emergency Time / Situation Report
- Staff and Student Accounting Form

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Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Maintain time log of the incident noting all actions and reports**
- **Record content of all radio communications with District Emergency Operations Center (EOC)**
- **Log in all written reports**
- **File all reports for reference (file box)**
- **IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents**

Student and Staff Accounting:

- **Receive, record, and analyze Student Accounting forms**
- **Check off staff roster**
 - o Compute number of students, staff and others on campus for Situation Analysis; update periodically
- **Report missing persons and site damage to Command Post**
- **Report first aid needs to Medical Team Leader**

Closing Down

- **Collect and file all paperwork and documentation from deactivating sections**
- **Securely package and store these documents for future use**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Paper, pens
- Paper

Forms:

- Situation Report
- Operational Log

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Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

Situation Status (Map):

- **Collect, organize and analyze situation information**
- **Mark site map appropriately as related reports are received**
 - o This includes, but is not limited to, Search and Rescue reports and damage updates, giving a concise picture/status of campus
- **Preserve map – it is a legal document**
- **Use area-wide map to record information on major incidents, road closures, utility outages, etc.**
 - o This information may be useful to staff for planning routes home, etc.

Situation Analysis:

- **Provide current situation assessments based on analysis of information received**
- **Develop situation reports for the Command Post (CP) to support the action planning process**
- **Think ahead and anticipate situations and problems before they occur**
- **Refer all information request to the Public Information Officer (PIO)**

Closing Down

- **Close out all logs and turn all documents into Documentation**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- Site map of campus
- Map of county and local area
- File box(es)
- Paper, pens, dry erase markers

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Section: Logistics

LOGISTICS

Responsibilities:

This section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Open supplies container or other storage facility**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Ensure that the Command Post and other facilities are set up as needed**

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist**
- **Coordinate supplies, equipment, and personnel needs with the Incident Commander**
- **Maintain security of supplies and equipment**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Logistics positions have been accomplished**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

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Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Open supplies container or other storage facility if necessary**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Set up the Command Post**

Operational Duties:

- **Maintain security of supplies and equipment**
- **Distribute supplies and equipment as needed**
- **Assist team members in locating appropriate supplies and equipment**
- **Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed**

Closing Down:

- **At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

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Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Deploy personnel as requested by the Incident Commander (IC)**
- **Sign in volunteers, making sure those volunteers are wearing I.D. badges**

Closing Down:

- **Ask volunteers to sign out**
- **At the Logistic Chief's direction, close out all logs and turn them in to the Documentation Unit**
- **Return all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *
- Paper, pens

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Forms:

- Emergency supply inventory
- Assignment Log

Section: Logistics

COMMUNICATIONS

Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus 2-way radio, supported by student or disaster volunteer runners, and Disaster volunteer.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Communicate with district EOC per district procedures**
 - o At the direction of the Incident Commander (IC), report status of students, staff and campus, using Site Status Report Form
- **Receive and write down all communications from the district EOC**
- **Use runners as needed to deliver messages**
- **Maintain Communications Log:**
 - o Date
 - o Time
 - o Originator
 - o Recipient
- **Follow communications protocol**
 - o Do NOT contact the city directly if the district EOC is available
- **Direct the media or the public to the Public Information Officer (PIO)**
- **Monitor AM radio for local emergency news: KFI 640 AM**

Closing Down:

- **Close out all logs, message forms, etc. and turn them over to the Documentation Unit**
- **Return all equipment and unused supplies to Logistics**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- District 2-way radio *
- Tables and chairs
- File boxes, tote tray for outgoing messages
- Paper, pens

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Forms:

- Job descriptions clipboard and checklist
- Site Status Report
- Message forms

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing**

Operational Duties:

- **Assume the duties of all Finance/Administration positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Finance/Administration positions have been accomplished**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

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Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff**
- **Ensure that accurate records are kept of all staff members, indicating hours worked**
- **If district personnel not normally assigned to the site are working, be sure that records of their hours are kept**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

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Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records at information which relates to purchasing**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking purchases**
- **Support Logistics in making any purchases which have been approved by the Incident Commander**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

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Wells Middle School
School Site Council Minutes

January 27, 2021

Meeting Location - Zoom Meeting

<https://zoom.us/j/95438136989> Meeting ID: 954 3813 6989 Time 3:00-4:00 p.m.

I. Introductory Procedure

1. Call to Order - Meeting was called to order by Karin Ribauda at 3:03.
2. Establishment of Quorum - Quorum achieved. (Teacher) Ms. Cochrun, (Principal) Mrs. Ribauda, (Teacher) Mrs. Vasquez, (Student) Mia Ramirez, (Student) Jesus Escobedo Flores, (Teacher) Mrs. Song, (Teacher) Mrs. Riedell, and (Teacher) Mr. Casas. Non-voting member in attendance: (Assistant Principal) Rosa Velardez. Interpreter present was Ivonne Orozco Rangel.
3. Pledge of Allegiance - Conducted by Mrs. Ribauda.
4. Welcome and Introductions

II. Action Items

1. Approve minutes from November 18, 2020
 - a. It was motioned/seconded/carried to approve the minutes. (Casas/Cochrun) (8-0-0)
2. Approve Comprehensive School Safety Plan
 - a. It was motioned/seconded/carried to approve the Comprehensive School Safety Plan. (Casas/Riedell) (8-0-0) The motion was approved following a lengthy presentation on the School Safety Plan by Mrs. Velardez.
3. Approve Expenditures for (N/A)
 - a. Mrs. Ribauda discussed the LCFF-LI and LCFF-EL expenditures. There are no expenditures under Title I that require approval.

III. Discussion/Information

1. Budget Reports by Funding Source
 - a. Mrs. Ribauda discussed our budget. With regards to Title I funding, Mrs. Ribauda explained that the majority of this funding is allocated to paying teachers to run clubs. She also discussed the EL budget. She explained that the majority of our funding was geared toward ELD supports but that we have not spent very much of it. She explained that we have about \$3500 that has not been allocated in our EL budget. She also discussed our LI budget. She explained that we have about \$1100 that has not been allocated in our LI budget.
2. Training Topics:
 - a. Current School Accountability Report Card
 - i. Mrs. Ribauda explained that we still do not have the new SARC but that she has the information that will go into it, it's just not official at this time. We received an Exemplary rating on our FIT (Facility Inspection Tool) Report. All of our teachers are highly qualified. All of our students

have their assigned textbooks. We have no suspension or expulsion data to report.

b. Comprehensive School Safety Plan

- i. Mrs. Velardez presented the School Safety Plan. She discussed the addition of new information such as the School Crime Assessment and information about Suspension and Expulsion and Due Process. She discussed the three essential components of the plan. She discussed the utility of the plan as means of preparing for, mitigating, and responding to disasters. She also discussed the School Site Safety Committee. She discussed some minor discrepancies with the reporting on the School Crime Assessment. We did have a decline in suspensions and expulsions. We went from 10 expulsions in 2018-2019 to 1 expulsion in 2019-2020. She also discussed the difficulties in assessing and reporting our attendance since we had a school closure. We had an overall improvement in attendance from the previous year. Mrs. Velardez also discussed the 22 offenses that can result in suspension. She also discussed the ability of a teacher to remove a student from class. Teachers can only remove a student from class for one of the previously mentioned 22 offenses that can result in suspension. She also discussed the 5 offenses that can result in expulsion. Mrs. Velardez also discussed the Discrimination and Other Harassment Policy that is included in the plan. Mrs. Velardez also discussed the section that addresses Transgender and Gender-Nonconforming Students. Mr. Casas asked questions about discussing Transgender/Sexuality issues with parents. Mrs. Ribauda discussed district policies and district training that is in the works.

c. Present school budget tied to SPSA actions (obtain input/document in minutes)

- i. Mrs. Ribauda explained that we are lacking several pieces of data. But we do have data on attendance, promotion eligible students, and grades. We used a student survey to understand what was working for our students and what was not working for them. Mrs. Riedell stated that she thinks we should spend our money on things that enhance student engagement and student success. Jesus Flores stated that he thinks we should continue student surveys to guide us in our planning and decision making. Ms. Vasquez and Mrs. Ribauda discussed several of the programs that students are enjoying (iReady and Go Guardian).

3. School Plan for Student Achievement (SPSA)

- Continue monitoring, reviewing and updating SPSA goals/actions
- Document Input from SSC members

4. Reports from Parent Committees

- English Learners Advisory Committee (ELAC)
 - o Mrs. Ribauda and Mr. Casas discussed the current state of our ELAC and difficulties we have had with electing parent officers.
- Action Team for Partnership (ATP)

- o Mrs. Ribaldo discussed our PTO meetings and the fact that they will be paused due to lack of participation. They will resume in 2021-2022.
- 5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - o Mrs. Ribaldo discussed new personalized professional development opportunities. This will replace the Friday PD opportunities.
 - Parent and Family Involvement Opportunities
 - o Wells Parent University is doing great. Our next WPU will take place on March 12th. The topic will be “The Transition to High School”. We will be joined by counselors from our high schools.
 - Interventions
 - o We have been looking at our multi-tiered supports and iReady. Our counselors have been working with our students on social-emotional supports.
- 6. [Local Control and Accountability Plan \(LCAP\) ThoughtExchange](#)
 - o Mrs. Ribaldo discussed upcoming LCAP advisory meetings. She explained that you can also participate through a ThoughtExchange.
- 7. Principal’s Report
 - o Mrs. Ribaldo discussed the challenge of not knowing what is in our future. She also shared that this is our time to make positive changes to our education system.

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for February 24, 2021
3. Adjournment: Action Item: It was motioned/seconded/carried to adjourn the meeting at 4:21. (Casas/Vasquez) (8-0-0)

I. Procedimientos de introducción

1. Llamar al orden
2. Establecer el quórum
3. Saludo a la Bandera
4. Bienvenida y Presentar a los partícipes

II. Asuntos de Acción

1. Aprobar la Minuta de la reunión del 18 de noviembre 2020
2. Aprobar los gastos categóricos(N/A)

III. Diálogo/Información

1. Reporte de los presupuestos de acuerdo al fondo
2. Tema de Capacitación
 - Política del Distrito para la Participación de Padres
 - Informe Actual de Responsabilidad Escolar (SARC)
 - Presentar el presupuesto escolar vinculado con las acciones del SPSA
3. Plan Escolar Para Logros Estudiantiles (SPSA)
 - Continuar monitoreando, repasando y actualizando las metas/acciones del SPSA
 - Documentar las opiniones de los miembros del SSC
4. Reportes de Comités de Padres
 - Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)
 - Equipos de Acción Para Las Asociaciones Escolares (ATP)
 - Comité Consejero De Padres PAC [Comité del Distrito]
5. Reporte de Programas
 - Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)
 - Oportunidades Para La Participación De Padres y Familias
 - Intervenciones
6. Plan de Responsabilidad y Control Local
7. Reporte del Director/a

IV. Sesión de Audiencia/Comentarios Públicos

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio dialogar o tomar acción sobre asuntos que no estén en la agenda.

V. Clausura

1. Desarrollo de la agenda para la próxima reunión
2. La próxima reunión SSC se ha programado para el 24 de febrero 2021
3. Clausura: Asunto de Acción