

**AB 1747**

# **Comprehensive School Safety Plan**

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## **Alvord Alternative Continuation High School**

10368 Campbell Avenue  
(951) 509-6120

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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

No crime or Vandalism committed. 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. Per the disciplinary data, Alvord Alternative Continuation High School (AACHS) does not have a high rate of discipline issues or concerns overall. Based on the California School Dashboard, the AACHS suspension rate was at a orange color indicator increase 1.9%. Administration and staff are proactive by reminding students about school rules and expectations on a regular basis (e.g. announcements, online, and phone calls). Any disciplinary issues are quickly dealt with via restorative practices and continuous support.

The attendance rate for the 2019-2020 was 71.89%. Students absent less than 5% of the school year was at 35.60%. Students absent greater or equal to 5% and less than 10% was at 27.23%. Students greater or equal to 10% and less than 20% was at 22.51%. And students absent greater or equal to 20% was at 14.66%.

Before the COVID-19 pandemic, student attendance was not a big concern at AACHS. The school principal, teachers, and the guidance counselor made sure to regularly contact parents/students about attendance as soon as it became a concern. After the COVID-19 pandemic, student absenteeism increased tremendously. The school principal, teachers, and the guidance counselor sent emails regularly to try to make contact with students/parents. The school principal and the guidance counselor also made regular phone calls to try to establish contact and discuss attendance and academics with students/parents (this included SART). Also, the school principal and the guidance counselor did home visits for those students and/or parents who could not be reached via phone or email.

AACHS is an open campus, therefore, vandalism occurs at times (e.g. litter and tagging outside of school campus). This occurred more during the COVID-19 lock down period. In closing, student and parents are given a pre-survey when they enroll in school and a post-survey when the student either graduates or goes back to their home school. Student and parents state that they feel AACHS is a safe campus and that the staff is proactive as well as supportive.



## 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.

## **Dress Standards**

All students are expected to present themselves in an orderly manner conducive to the advancement of education. Appearance should be neat and acceptable. Items that are disruptive or could cause situations that would diminish the safety of students will be prohibited. It is at the administrations' discretion to determine what is appropriate.

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. A substantial sole is required and footwear with an enclosed toe and heel is highly encouraged. Roller skates/shoes are not permitted.

? Pajamas and slippers may not be worn at school.

? Clothing, jewelry, and personal items (backpacks, notebooks, gym bags, 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.

? 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.

? 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/shorts must be worn at the waist at all times.

? Tank tops, aerobic style clothing, bare midriffs, halter tops, tube tops, net tops, see through clothing, spaghetti straps, and low cut necklines are not permitted.

? 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.

? Trendy hairdos draw undue attention to the individual and disrupt the teaching or learning process. Trendy hairdos include unusual styles, bleaches or dyes significantly different than the student's natural color, radical tints and spiked hairstyles, including mini-spikes are not allowed. Students with violations will be asked to correct them. Violations will be handled on campus, when possible.

? Clothing which has been altered in an inappropriate manner (torn, written on or personalized) will not be allowed. No military/hunting camouflage clothing is allowed.

? Sunglasses, baseball hats, stocking caps, hairnets or bandannas shall not be worn at school except with written permission from the administration.

? Gloves may not be worn at school unless the weather permits. They may not be worn in class.

? Chains, including wallet chains, are not allowed.

? Facial piercing is unacceptable. Tattoos need to be covered.

? Gym/PE clothing may not be worn In classes other than physical education.

The administration and staff of AACHS have the responsibility to administer the dress standard and may make additional changes to the above Items at any time during the school year. Violations of the Standard of Dress will result in progressive disciplinary actions.

#### Definitions

The Alternative Continuation High School Administration will determine the nature of gang dress and paraphernalia In continued consultation with the Riverside Police Department and District Office Personnel. The Alvord Unified School District Board of Education may set further specifics for rules relative to the dress and appearance of students which will be strictly enforced.

The term "saggy pants" means: The waistline of the pants is to be located at the hip bone of the student. Wrth the pants correctly worn, the crotch of the pants will not hang below the body. Properly fitted pants incorrectly worn (below the hip bone) are "sagged pants."

Apparel, hats, jewelry, bandannas, insignias, colors, or paraphernalia that Indicate an affiliation with a group or gang which may provoke others to act violently or be intimidated may not be possessed or worn on campus or at school activities. Clothing, apparel, and paraphernalia which denote gang affiliation and are not appropriate for school will vary and may change year to year.

Violation of the dress standards will result in parent contact by school personnel, confiscation of article, student placed in O.C.I. or sent home to change clothes/correct the violation. Repeated offenses will result in disciplinary action. Students and parents should continue to use good judgment when choosing their school clothing. We request and encourage all parents to show an active interest in their student's education by supporting the standards and policies of the Alvord Unified School District and La Sierra High School. Ed. Code 35183, P.C. 186.22

## **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:

ELAC  
School Site Council  
Message to the AACHS Families-Email Updates  
Parent Engagement Week-Continuous  
Website  
Letter to community-Monthly  
Comprehensive Support & Improvement (CSI)  
Student and parent orientation

## Collaboration Strategies

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

RPD/ School SRO/Student Services Home Visits

KRCB - clean neighborhoods throughout the city: graffiti abatement

Website Updates

Message to community

Teen Challenge presentation to students

District Attorney Evelyn Essenwanger presentation to our parents and students

## 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:

Both the school district handbook and the AACHS student handbook inform parents and students in regards to: 1) the policy on weapons possession and aggressive behavior; and, 2) that all threats that compromise the safety and security of any student, staff, or other school community member, will be taken seriously (including any threat expressed through electronic means or technological device). Administration also makes these policies clear via student announcements (speaker, emails, and through the REMIND app.). In order to maintain a school culture that is free of violence our staff implements conflict resolution with students and a threat inquiry process. Students who need conflict resolution are seen by either our counselor and/or administrator. Students who experience anger management are referred to the Wiley Center counselor and/or outside counseling agencies after a parent/guardian meeting. The principal, school counselor, and campus security are a visible presence before, during, and after school. Teachers make sure to greet and welcome students as they come into the classroom. Administration makes sure to visit classrooms multiple times a day. The principal and guidance counselor have an open door policy for both students and parents/guardians.

Teachers and students, along with various presenters also bring attention to suicide prevention during Suicide Awareness Week. Through GoGuardian, teachers and administration are alerted if students are searching for suicide topics or key words. Our school counselor regularly meets with students to counsel, assess need and refers at risk to our Wiley Center counselor and critical students to immediate care. Lastly, we utilize our school psychologist.

## 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

Non-Smoking

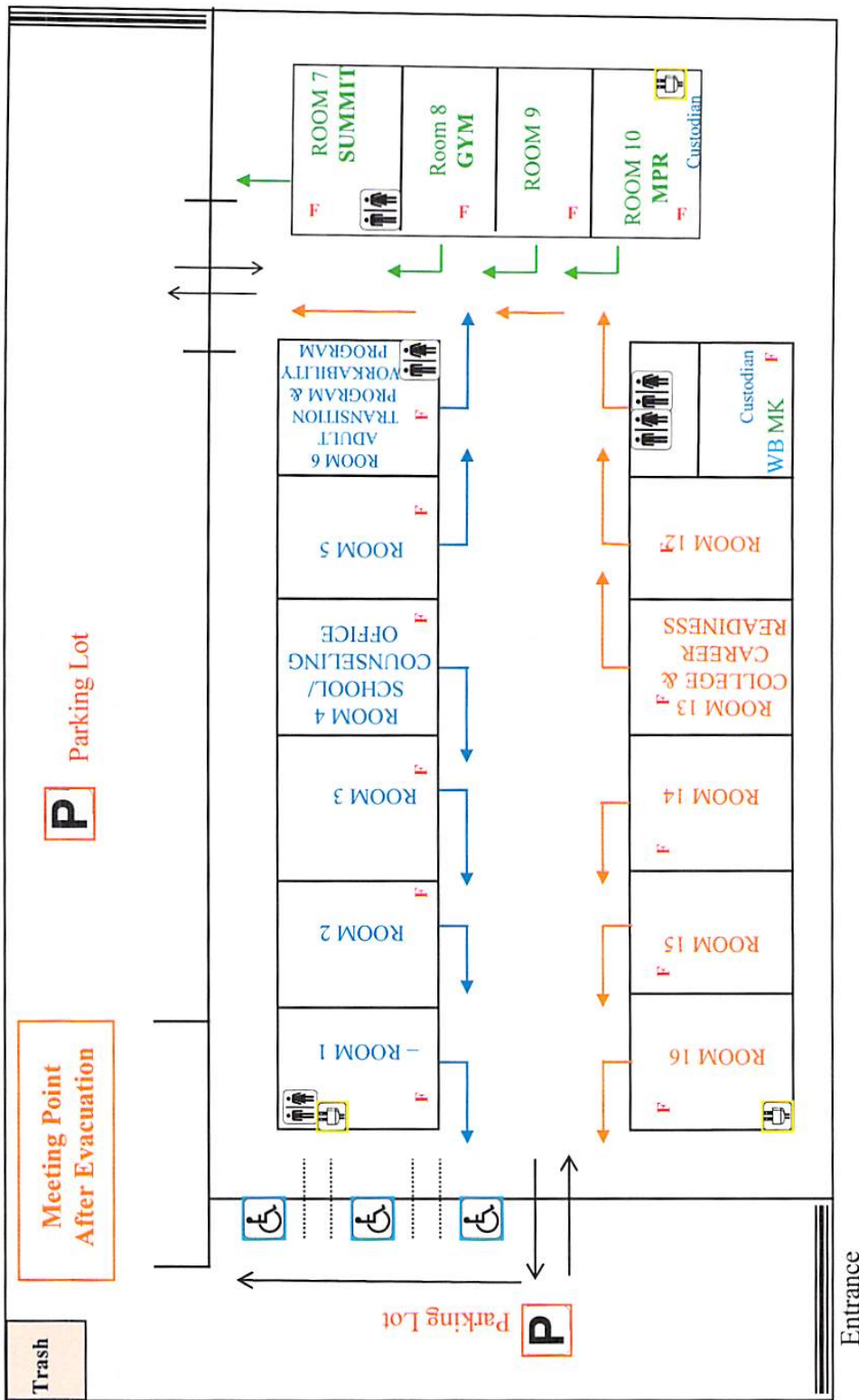


Alvord Alternative Continuation High School



Handicapped Access

Ingress and Egress Map



KEY

	= Restroom		= First Aid Kits		= Nurse On Call		= Electrical Shut-Off		= Emergency Vehicle Ramp		= Handicapped Parking
	= Fire Extinguisher		= Water Barrel		= Master Kit (Barrel)		= Water Turn-Off		= Gas Turn-Off		= Wheelchair Ramp

Campbell Avenue

Jones Avenue





## 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:

AACHS staff has been trained on evacuation routes and procedures they need to take to keep our students and staff safe.

### 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:**

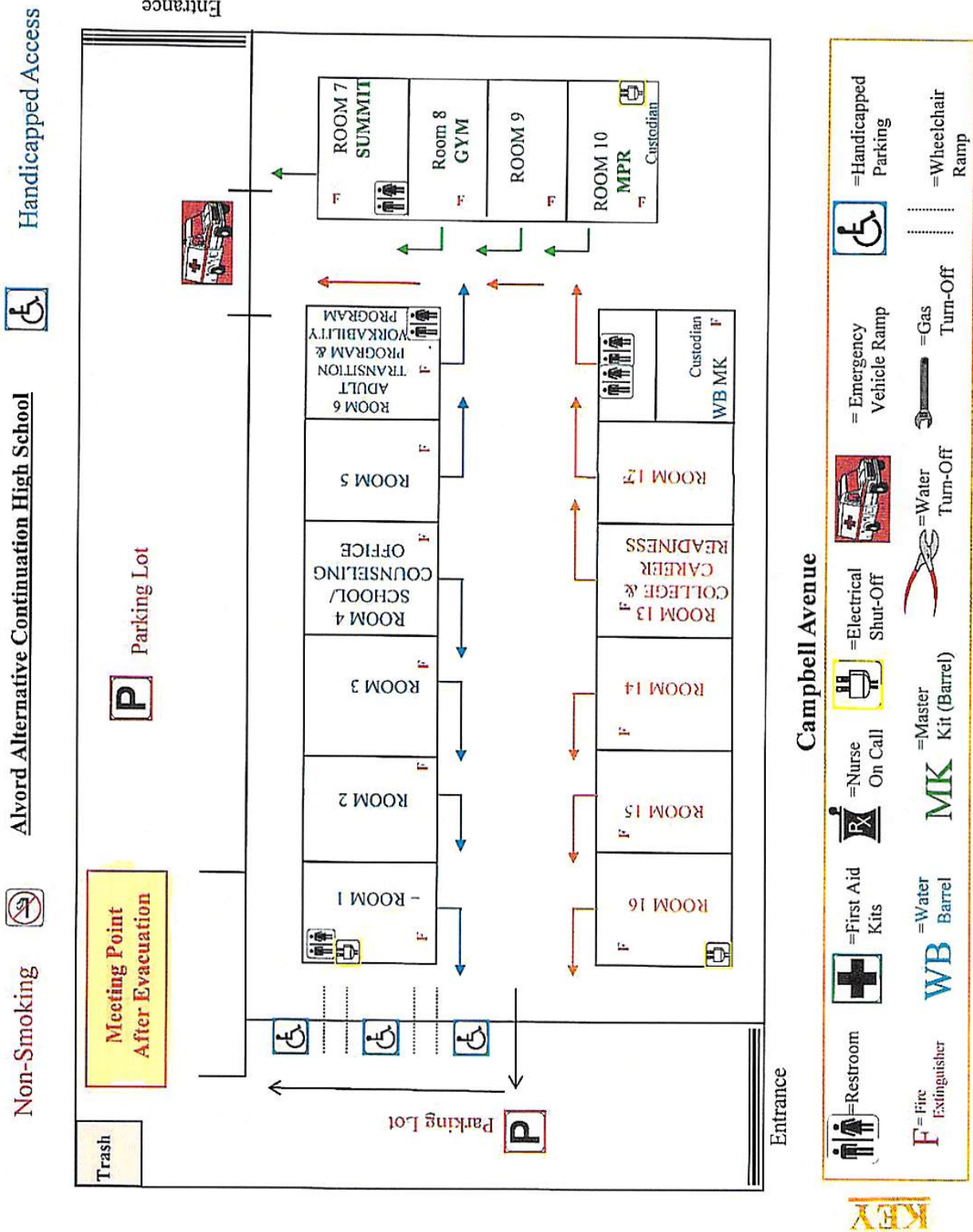
- Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
- Review all paths of travel and potential obstacles to determine most practical evacuation routes.
- For individuals with mobility impairments 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](http://www.wunderground.com)), Weather Bug ([www.weatherbug.com](http://www.weatherbug.com)), the National Weather Service ([www.weather.gov](http://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

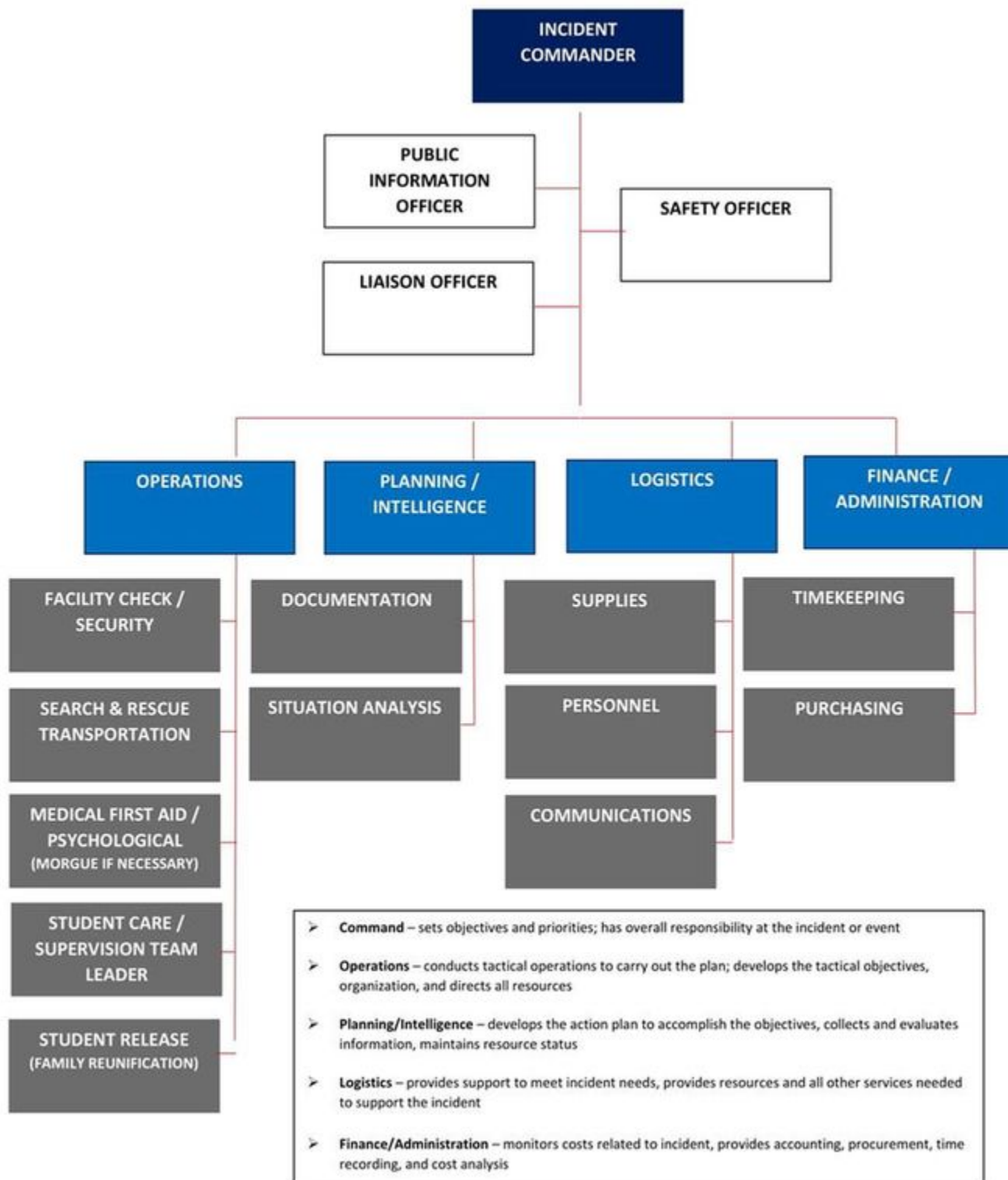
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Craig Shiflett
2. Administrative Designee – Eric Burskey
3. Administrative Designee/Other – Thomas Hutchison
4. Administrative Designee/Other – Anthony Recendez

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** – Craig Shiflett

**Incident Commander** – Anthony Recendez

**Safety Officer** – Karen Savage

**Liaison Officer** – Jennifer Savage

**Public Information Officer** – Breneslie Parris

## OPERATIONS

**Operations Chief** – Craig Shiflett

**Facility Check / Security Lead** – Anthony Recendez

**Search and Rescue Team / Transportation Lead** – Kennedy Segrest

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

**Medical First Aid / Psychologist Team Lead** – Lenore Brunk/Patricia Ike

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

**Student Care / Supervision Lead** – Monica Gutierrez

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

**Student Release Team Lead** – Karen Savage

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Craig Shiflett

**Documentation** – Pollavet Hansanugrum

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

**Situation Analysis** – Stephen Enriquez

## LOGISTICS

**Logistics Chief** – Craig Shiflett

**Supplies Lead** – Christine Murry

**Personnel** – Chris Jeffrey

**Communications** – Mark Recktenwald

(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** – Craig Shiflett

**Timekeeping** – Anthony Recendez

**Purchasing** – Breneslie Parris

## 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:
Craig Shiflett Room 13	Victoria Santana Room 13
Leanna Arellano Room 4	Katie Chapman Room 13
Anthony Recendez Room 4	Tammy Newman Room 4
Karen Savage Room 1	Jenifer Savage Room 1
Pollavert Hansanugrum Room 2	Chris Van Houten Room 3
Monica Gutierrez Room 5	Kennedy Segrest Room 6
Lenore Brunk Room 7	Walter Caceres Room 10
Mark Recktenwald Room 11	
Chris Jeffrey 16	Stephen Enriquez 15

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

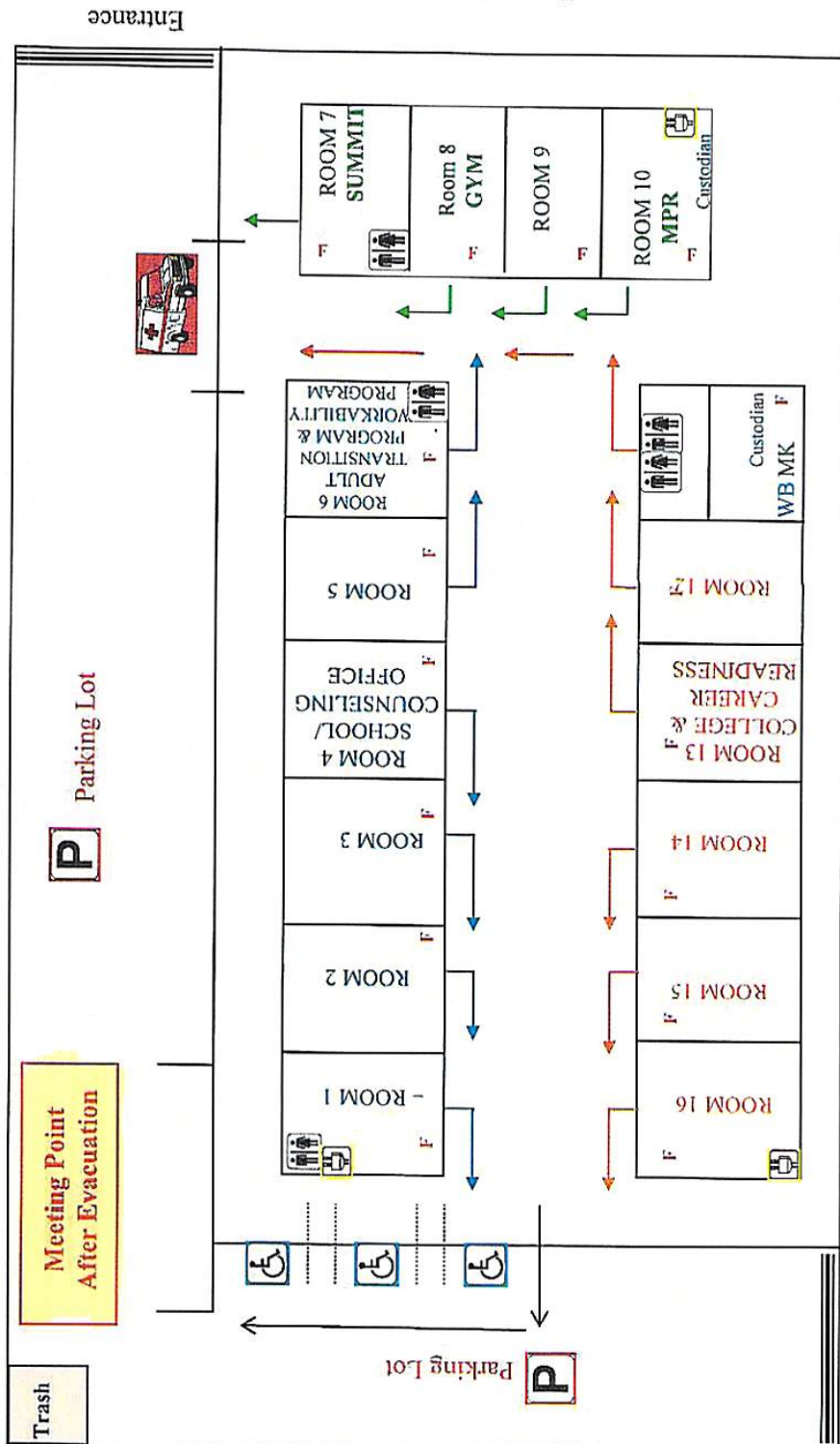
Handicapped Access



Alvord Alternative Continuation High School



Non-Smoking



Campbell Avenue

**KEY**

- = Restroom
- = First Aid Kits
- = Nurse On Call
- = Electrical Shut-Off
- = Emergency Vehicle Ramp
- = Handicapped Parking
- = Fire Extinguisher
- = Water Barrel
- = Water Turn-Off
- = Master Kit (Barrel)
- = Gas Turn-Off
- = Wheelchair Ramp



## 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.**
  - o 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**
  - 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)
- 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

\* 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

\* 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

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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

\* 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

## 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

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

**Alvord Alternative Continuation High School  
School Site Council  
Minutes  
12-17-2020  
Join Zoom Meeting**

<https://zoom.us/j/92785324069?pwd=WWo0UkY0bzMrNDFkNncwTVd3WGFCUT09>

**Call to order:** 2:00 pm by Craig Shiflett

A meeting of the School Site Council was held through virtual Zoom meeting at Alvord Alternative Continuation High School on December 17, 2020. We did not have a Quorum. Power point was presented to all staff members in attendance.

**In Attendance:** Craig Shiflett, Mark Recktenwald, Pollavet Hansanugrum, Stephen Enriquez, Corrina Vidana, Anthony Recendez, Cynthia Ruiz (Quorum not met) Will present at February Meeting 2021 with Quorum.

**Minutes:** Minutes from November 19, 2020 were reviewed by staff

**Introductions:** Mr. Shiflett introduced himself and had everyone in attendance introduce himself or herself.

**Discussion/Information**

1. Budget Reports by Funding Source
2. Training Topics:
  - Current School Accountability Report Card-Board approval happens in January
  - **Comprehensive School Safety Plan – \*\*This was presented to staff/ will be presented at February meeting\*\***
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-Document feedback loop between committees
  - English Learners Advisory Committee (ELAC)
  - Action Team for Partnership (ATP)
5. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers)
  - Parent and Family Involvement Opportunities
  - Interventions
6. [Local Control and Accountability Plan \(LCAP\) ThoughtExchange](#)
7. Principal's Report
  1. Principal's Report
    - a. The Den
      - i. This is a student focus group lead by Mr. Shiflett

- ii. Will start in December
- iii. Students are preselected but will change each month

Closing Statements: Mr. Shiflett thanked everyone for attending.

**Next Meeting:** TBA

**Meeting Adjourned:** 3:11 pm

**AB 1747**

# **Comprehensive School Safety Plan**

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## **Alvord Continuation High School**

3606 Pierce St., Riverside CA  
(951) 358-1715

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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

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. Per the disciplinary data, Alvord Continuation High School (ACHS) does not have a high rate of discipline issues or concerns overall. Based on the California School Dashboard, the ACHS suspension rate was at a green color indicator or declined 1.2%. Administration and staff are proactive by reminding students about school rules and expectations on a regular basis (e.g. announcements, online, and phone calls). Any disciplinary issues are quickly dealt with via restorative practices and continuous support.

The attendance rate for the 2019-2020 was 78.82% out of 205 students. Students absent less than 5% of the school year was at 22.93%. Students absent greater or equal to 5% and less than 10% was at 22.93%. Students greater or equal to 10% and less than 20% was at 27.32%. And students absent greater or equal to 20% was at 26.83%.

Before the COVID-19 pandemic, student attendance was not a big concern at ACHS. The school principal, teachers, and the guidance counselor made sure to regularly contact parents/students about attendance as soon as it became a concern. After the COVID-19 pandemic, student absenteeism increased tremendously. The school principal, teachers, and the guidance counselor sent emails regularly to try to make contact with students/parents. The school principal and the guidance counselor also made regular phone calls to try to establish contact and discuss attendance and academics with students/parents (this included SART). Also, the school principal and the guidance counselor did home visits for those students and/or parents who could not be reached via phone or email.

ACHS is an open campus, therefore, vandalism occurs at times (e.g. camera broken, fence brought down, the Ag Science garden vandalized, litter). This occurred more during the COVID-19 lock down period.

Last, but not least, student and parents are given a pre-survey when they enroll in school and a post-survey when the student either graduates or goes back to their home school. Student and parents state that they feel ACHS is a safe campus and that the staff is proactive as well as supportive.



## 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.

## **STUDENT DRESS CODE**

It is not the intent of the administration to override the prerogatives of parents in determining what appropriate dress is and grooming. The purpose of the student dress code 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 Alvord Continuation High School activity. Modesty should be maintained by both genders at all times. It is the at the administration's discretion to determine what is appropriate.

Students are expected to wear or display the following:

1. Clothing that is hemmed and free from tears, rips, and holes.
2. Clothing that covers undergarments, the back and the entire midriff.  
(bras and underwear are not to be showing at ANY time)
3. School/personal property that is free of graffiti (i.e. notebooks, folders, backpacks, etc.)
4. Clothing and accessories worn in the manner in which they were designed to be worn.
5. Appropriate shoes at all times (slippers/house shoes are not acceptable)

Students may NOT wear, display or be in possession of:

1. Spiked or studded jewelry of any kind including ankle bands, bracelets, chokers, rings, gloves, belts or bandannas.
2. Wallet, choker, or any other form of chain.
3. Overly brief or tight garments such as halter, tube tops or muscle shirts, strapless, off the shoulder, or fish net see through garments. Bib overalls with straps unbuckled are not acceptable. Oversized, sagged or baggy pants, and belt buckles numbered are not permitted. Oversized belts hanging from under apparel shall not be worn.
4. Clothing that is unsafe, lewd, indecent, vulgar, obscene or gang related not shall the clothing disrupt the educational process or the orderly operation of the school. Student dress shall not display emblems, lettering or pictures pertaining to gangs, drugs, tobacco, alcohol, sex, death, mutilation, violence or gang's "silent code." Any clothing considered by the administration/law enforcement agencies to be gang related is not to be worn.
5. No team jerseys allowed
6. No HATS are allowed

7. Undergarments must be covered by clothing at all times. For females, a jacket or cover-up worn to conceal brief clothing that reveals bras or bare midriffs is NOT acceptable. Dresses, skirts, shorts must be long enough to cover buttocks and upper thigh when walking, sitting, bending, or reaching.

#### Definitions of Student Dress Code

The Alvord Continuation High School administration will determine the nature of gang dress and paraphernalia in continued consultation with the Riverside Police Department and district office personnel. The Alvord Unified School District Board of Education may set further specifics for rules relative to the dress and appearance of students which will be strictly enforced.

The term "sagging pants" means: The waistline of the pants is to be located at the hip bone of the student. With the pants correctly worn, the crotch of the pants will not hang below the body. Properly fitted pants worn incorrectly below the hip bone is "sagging pants."

Apparel, hats, jewelry, bandannas, insignias, colors, or paraphernalia that indicate an affiliation with a group or gang which may provoke others to act violently or be intimidated may not be possessed or worn on campus or at school activities. Clothing, apparel, and paraphernalia which denote gang affiliation and are not appropriate for school will vary and may change year to year.

#### Consequences

Violation of student dress code will result in parent contact by school personnel, confiscation of article, student held in office or sent home to change clothes/correct the violation or parent will be asked to bring a change of clothes. Repeated offenses will result in disciplinary action.

Confiscated items will be held in the office for parent pick-up. Confiscated items will NOT be returned to students. All confiscated items will be given to charity if not claimed from the office by parent/guardian at the end of the school year. Alvord Continuation High School and Alvord Unified School District will not assume liability for confiscated items. Students and parents should continue to use good judgment when choosing their school clothing. We request and encourage all parents to show an active interest in their student's education by supporting the standards and policies of the Alvord Unified School District and Alvord Continuation High School. (California Education Code 35183, P.C.186.22)

## **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:

- ELAC
- School Site Council
- Coffee with the Principal
- Comprehensive Support & Improvement (CSI)
- SART meetings
- Parent/student phone calls and video conferences
- Home visits
- LCAP
- Parent Engagement Week
- Monthly Student Awards Assembly
- Open House
- Back to School Night

## Collaboration Strategies

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

RPD/ School SRO Home Visits

KRCB - clean neighborhoods throughout the city: graffiti abatement, adopt a street

Teen Challenge presentation to students

District Attorney Evelyn Essenwanger presentation to our parents and students

Wiley Center

The Great Kindness Challenge

Feeding America

Red Ribbon Week

## 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:

Both the school district handbook and the ACHS student handbook inform parents and students in regards to: 1) the policy on weapons possession and aggressive behavior; and, 2) that all threats that compromise the safety and security of any student, staff, or other school community member, will be taken seriously (including any threat expressed through electronic means or technological device). Administration also makes these policies clear via student announcements (speaker, emails, and through the REMIND app.). In order to maintain a school culture that is free of violence our staff implements conflict resolution with students and a threat inquiry process. Students who need conflict resolution are seen by either our counselor and/or administrator. Students who experience anger management are referred to the Wiley Center counselor and/or outside counseling agencies after a parent/guardian meeting. ACHS also has a Girls group that offers conflict resolution strategies. The principal, guidance counselor, and campus security are a visible presence before, during, and after school. Teachers make sure to greet and welcome students as they come into the classroom. Administration makes sure to visit classrooms multiple times a day. The principal and guidance counselor have an open door policy for both students and parents/guardians.

Suicide prevention strategies or lessons are embedded in many of our core subject class lessons. Teachers and students, along with various presenters also bring attention to suicide prevention during Suicide Prevention Week in the fall. ACHS also has Mental Health Festival in the spring. Through GoGuardian, teachers and administration are alerted if students are searching for suicide topics or key words. Our guidance counselor regularly meets with students to counsel, assess need and refers at risk to our Wiley Center counselor and critical students to immediate care.

## 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.

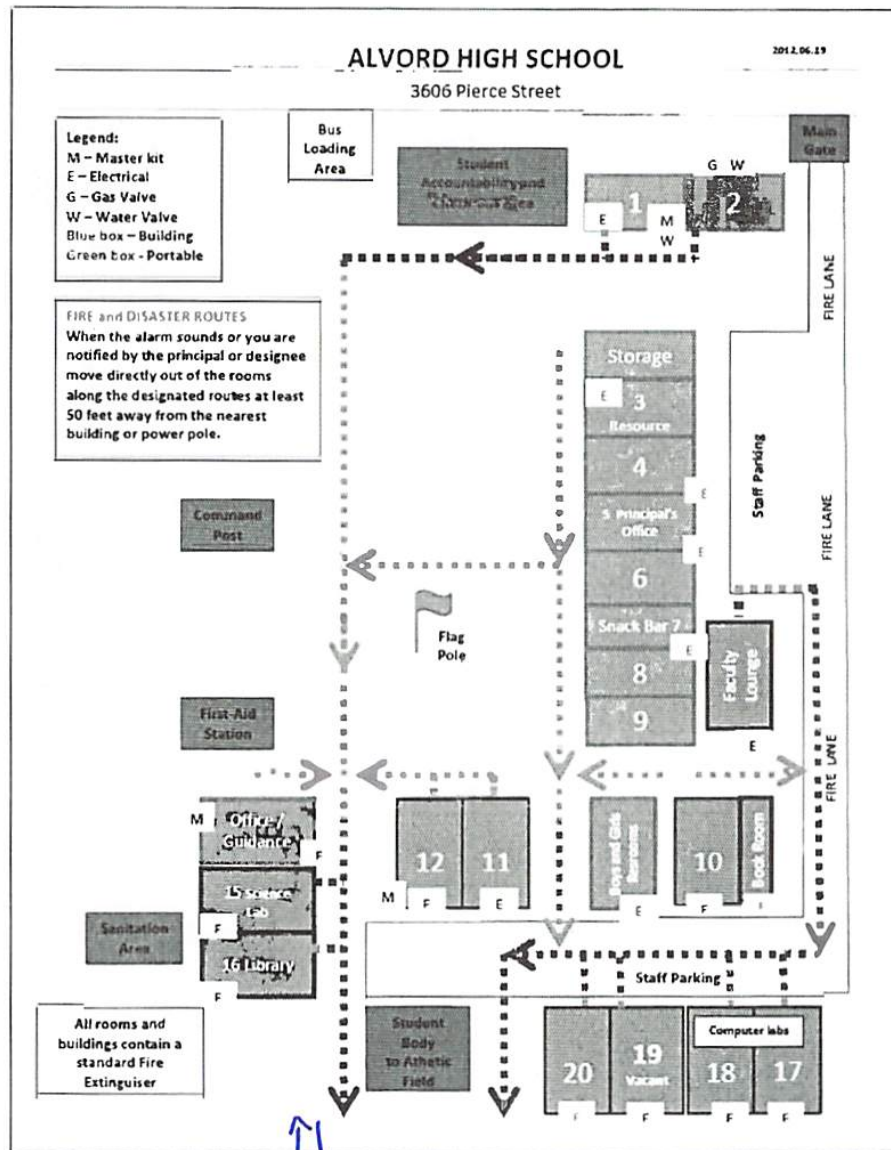
The Superintendent or designee shall develop procedures for identification of staff, students, and volunteers.

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

## Site Map

Include on this page the location of your Incident Command Post, First Aid area, Student Assembly area, Student Release or Family Reunion Area, utility shut off locations, disaster bin/supply areas, evacuation maps and a list of who has keys to the Disaster bin (everyone in the "Order of Succession," Search and Rescue Lead, First Aid Lead, Custodians).



Site Map

**Student  
Assembly  
Area**





## 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 meetings  
Professional Developments  
Emergency drills (earthquake, fire, 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:**

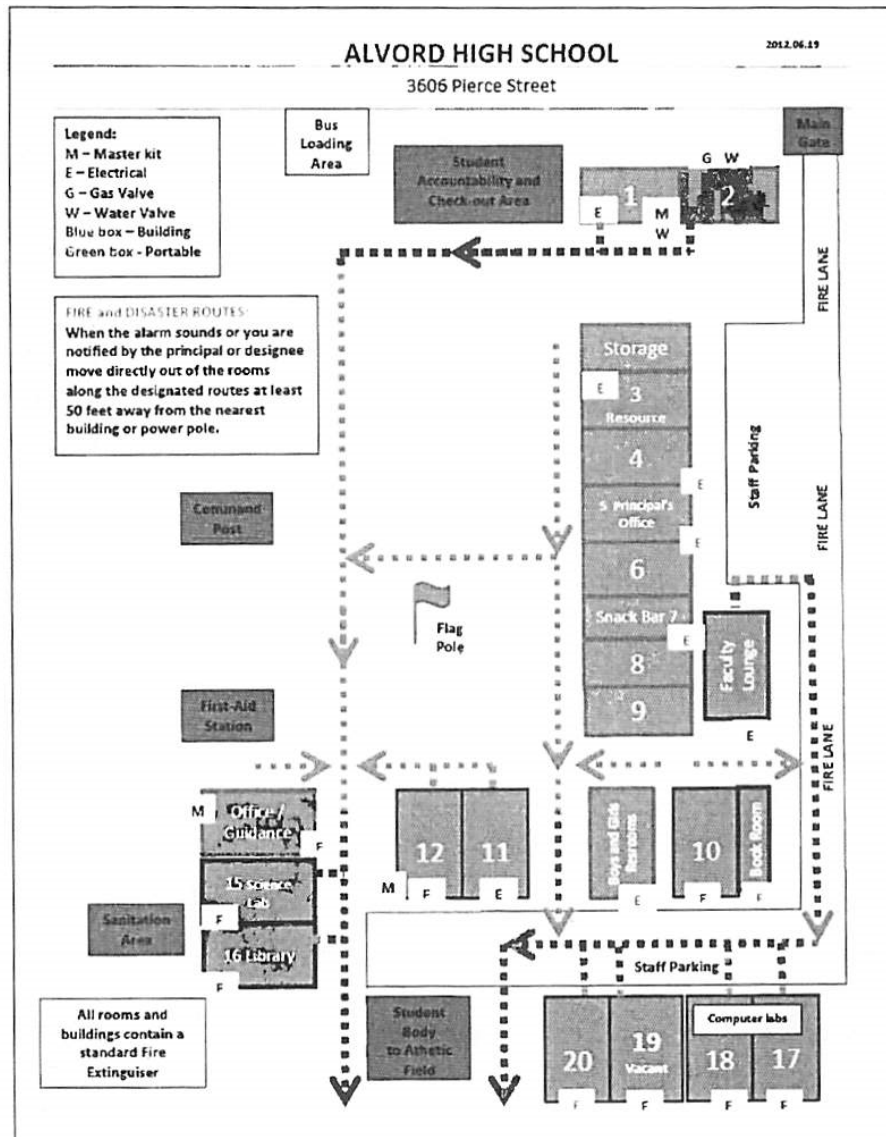
- Provide training for those designated to evacuate students with special needs.
- Include individuals with special needs when conducting evacuation drills.
- Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
- Review emergency protocol 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:**

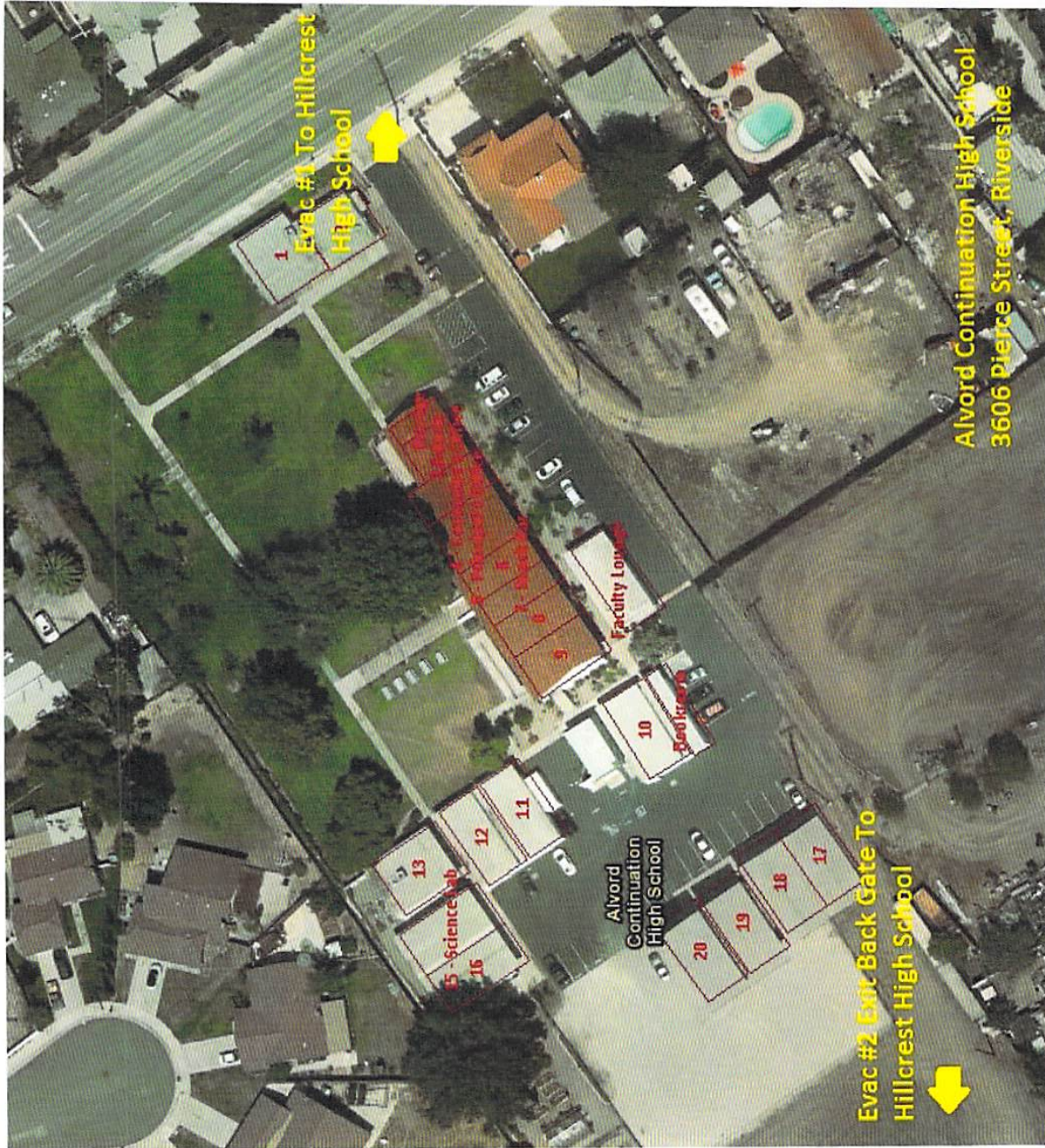
- Have student carry medical information in wallet, purse, or backpack.
- If reliant on battery-operated technology, have student carry extra batteries in wallet, purse, or backpack.

## Site Map

Include on this page the location of your Incident Command Post, First Aid area, Student Assembly area, Student Release or Family Reunion Area, utility shut off locations, disaster bin/supply areas, evacuation maps and a list of who has keys to the Disaster bin (everyone in the "Order of Succession," Search and Rescue Lead, First Aid Lead, Custodians).



Site 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 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](http://www.wunderground.com)), Weather Bug ([www.weatherbug.com](http://www.weatherbug.com)), the National Weather Service ([www.weather.gov](http://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

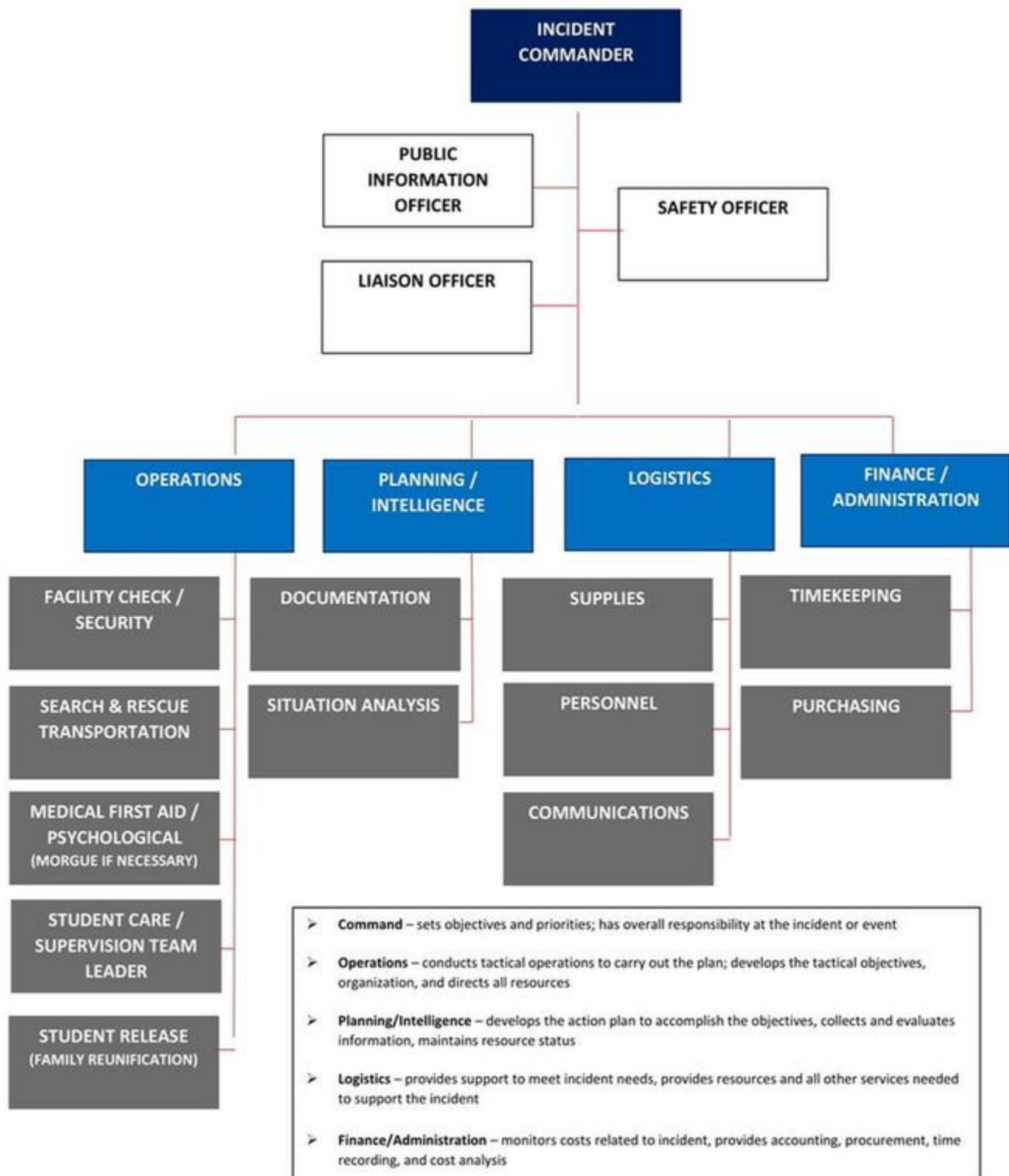
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Luis Medina
2. Administrative Designee – Nathan Michel
3. Administrative Designee/Other – Jay Coles
4. Administrative Designee/Other – Michele Spratley

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** – Luis Medina

**Incident Commander** – Nathan Michel

**Safety Officer** – Jay Coles

**Liaison Officer** – Eric Lizza

**Public Information Officer** – Brisa Ortiz

## OPERATIONS

**Operations Chief** – Michele Spratley

**Facility Check / Security Lead** – Jesus Arias

**Search and Rescue Team / Transportation Lead** – Dirk Shultz

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

**Medical First Aid / Psychologist Team Lead** – Nathan Michel

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

**Student Care / Supervision Lead** – Jeannie Huerta

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

**Student Release Team Lead** – Roxana Diaz

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Jay Coles

**Documentation** – Natasha Kohls

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

**Situation Analysis** – Kari Blanford

## LOGISTICS

**Logistics Chief** – Michele Spratley

**Supplies Lead** – David Huxley

**Personnel** – Aaron Huntington

**Communications** – Brisa Ortiz

(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** – Alisa Saroni

**Timekeeping** – Warren Bradley

**Purchasing** – Brisa Ortiz

## 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:
Luis Medina, Principal's Office	Brisa Ortiz, Office
Roxana Diaz, Office	Nathan Michel, Room 4
Dirk Shultz, Room 2	Natasha Kohls, Room 6
Kari Blanford, Room 8	Warren Bradley, Room 10
Michele Spratley, Room 11	Jay Coles, Room 12
David Huxley, Rooms 15 & 16	Alina Saroni, Room 17
Aaron Huntington, Room 18	Eric Lizza, Room 20
Geralyn White, Room 7	Jackie Areas, Room 19
DeeDee McMeans, Room 9	Jeannie Huerta, Room "Book Room"
Jesus Arias Salazar, Room "Book Room"	Jason Jakubczak, Groundskeeper
Tatiana Dixon, Room 13	

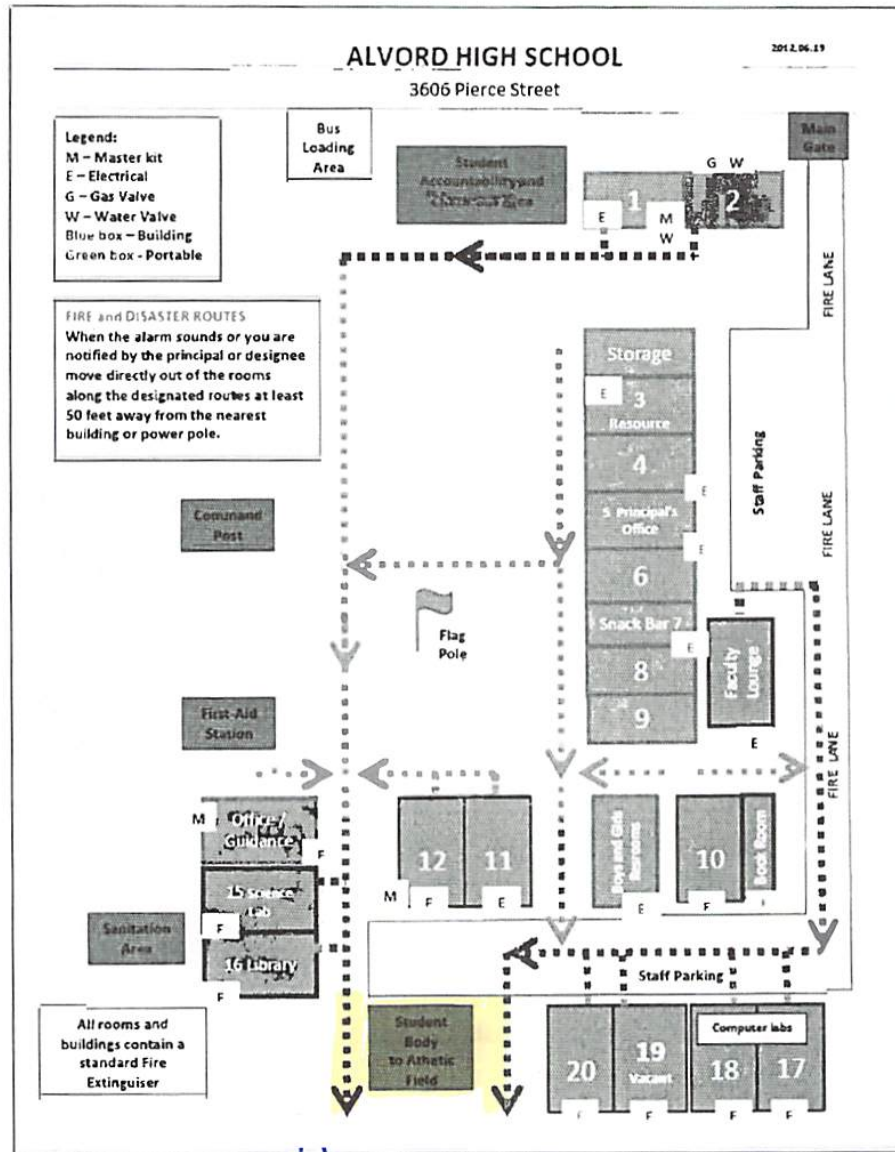
All employees must first verify their “buddy” is on site and able to evacuate. Report any “buddy” who is unaccounted for to the Logistics Chief. Any itinerant employee who is at another site during a disaster or emergency must report to the Incident Commander at that site for an assignment.

**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

## Site Map

Include on this page the location of your Incident Command Post, First Aid area, Student Assembly area, Student Release or Family Reunion Area, utility shut off locations, disaster bin/supply areas, evacuation maps and a list of who has keys to the Disaster bin (everyone in the "Order of Succession," Search and Rescue Lead, First Aid Lead, Custodians).



Site Map

**Student  
Assembly  
Area**



## 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.**
  - o 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**
  - 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)
- 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**
  - o 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

\* 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

\* 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.

**Alvord Continuation High School  
School Site Council Agenda  
January 28, 2021 - 1:00pm  
Meeting ID: AlvordSSC (if below link does not work)  
Password: n/a**

**To participate by phone: Dial-in: (US) +1 786-607-6067 PIN: 347 689 901#**

**Link: <https://meet.google.com/fsn-zaif-yfy>**

**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 [December 10, 2020](#)
2. Approve [Comprehensive School Safety Plan](#)
3. Approve [change in By-Laws - Article VIII](#)
4. Approve Categorical Expenditures for:
  - a. none

**III. Discussion/Information**

1. [Budget Reports](#) by [Funding Source](#)
2. Training Topic:
  - Present school budget tied to SPSA actions (obtain input/document in minutes)
3. [School Plan for Student Achievement](#) (SPSA)
  - Continue reviewing and updating SPSA goals/actions
4. Reports from Parent Committees
  - [English Learners Advisory Committee](#) (ELAC)
  - Action Team for Partnership (ATP)
  - District Parent Advisory Committee (PAC)
5. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers)
  - Parent and Family Involvement Opportunities
  - Interventions
6. 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 February 25th, 2021
3. Adjournment: Action Item

**Alvord Continuation High School  
School Site Council Minutes  
January 28, 2021 - 1:00pm  
Meeting ID: AlvordSSC (if below link does not work)  
Password: n/a**

**To participate by phone: Dial-in: (US) +1 786-607-6067 PIN: 347 689 901#**

**Link: <https://meet.google.com/fsn-zaif-yfy>**

**I. Introductory Procedure**

1. Call to Order at 1:06
2. Establishment of Quorum
  - a. The following SSC members were present on the Google Virtual meeting listed above: Mr. Luis Medina – Principal, Ms. Kari Blanford – Teacher, Ms. Michele Spratley – Teacher,, Mr. Dirk Shultz – Teacher, Ms. Mary Lavengood - Student, Ms. Leslie Molina - Student, Mr. Kevin Olvera - Student, Ms. Sloan Elmore - Student, and Ms. Heather Elmore - parent: 9 of 12 members present. Guests: Mr. Warren Bradley. Not present: Mr. David Huxley - Teacher, Camilah Bush - parent, Mr. Jesus Arias- Classified,
  - b. Pledge of Allegiance
  - c. Mr. Medina led the Pledge of Allegiance
3. Welcome and Introductions
  - a. Mr. Medina conducted the above

**II. Action Items**

1. Approve minutes from [December 10, 2020](#)
  - a. Motion to approve minutes: Ms. Mary Lavengood, 2nd: Mr. Shultz, it carried (9-0)
2. Approve [Comprehensive School Safety Plan](#)
  - a. Motion to approve CSSP: Mr. Dirk Shultz, 2nd: Ms. Michele Spratley, it carried (9-0)
3. Approve [change in By-Laws - Article VIII](#)
  - a. Motion to approve change in By-laws: Ms. Michele Spratley, 2nd: Ms. Mary Lavengood, it carried (9-0)
4. Approve Categorical Expenditures for:
  - a. none

**III. Discussion/Information**

1. [Budget Reports](#) by [Funding Source](#)
  - o Mr. Medina went over the budget and explained it in detail
2. Training Topic:
  - o Present school budget tied to SPSA actions

- i. **Goal 1 - money being put here in our CSI budget, EL and Title 1 funds to help us achieve this goal,**
  - ii. **Goal 2 - money being put here under CSI - specifics were discussed.**
- 3. **School Plan for Student Achievement (SPSA)**
  - Continue reviewing and updating SPSA goals/actions
    - **Mr. Medina discussed resource inequities**
      - **Goal 1**
      - **Goal 2 (college and career readiness)**
      - **Goal 3 (school connectedness)**
      - **Goal 7 (college and career ready when graduate from high school)**
- 4. **Reports from Parent Committees**
  - **English Learners Advisory Committee (ELAC)**
    - **Mr. Bradley discussed and explained the minutes**
      - **All members reviewed the changes to the English Learner Program, suggested by the ELAC at the 12/10/20 meeting, and voted to approve it as written.**
      - **All members reviewed the changes to the, SPSA Planned Improvement Goal 1: Instructional Goals - All subjects, suggested by the ELAC at the 12/10/20 meeting, and voted to approve it as written.**
      - **All members reviewed the changes to the, SPSA Planned Improvement Goal 5: English Learner Students, suggested by the ELAC at the 12/10/20 meeting, and voted to approve it.**
  - **Action Team for Partnership (ATP)**
    - **Not applicable**
  - **District Parent Advisory Committee (PAC)**
    - **Not applicable**
- 5. **Program Reports**
  - **Professional Development Opportunities (Paraprofessionals, Teachers)**
    - **Mr. Michel, Mr. Medina and Ms. Saroni will be going to a seminar regarding CSI**
  - **Parent and Family Involvement Opportunities**
    - **Student award ceremony tomorrow - extended invitation to all in attendance**
  - **Interventions**
    - **Contact students every two weeks (in particular those that are close to graduation)**
    - **Student/family Liaison (staff member) to contact students to see how we can help them**
- 6. **Principal's Report**
  - **Not sure when going to hybrid - no definitive word**
  - **Teachers are here to support students**

#### **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 25th, 2021
3. Adjournment: Action Item
  - a. **Motion to approve minutes: Mr. Dirk Shultz, 2nd: Ms. Michele Spratley, it carried (9-0)**
  - b. **Meeting adjourned at 2:10pm.**





**AB 1747**

# **Comprehensive School Safety Plan**

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## **Hillcrest High School**

11800 Indiana Ave., Riverside CA  
(951) 358-1755

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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

The Hillcrest High School administration has made a concerted effort to implement a positive behavior intervention program. Appropriate levels of discipline have been maintained due to early academic and social intervention with at-risk students. At-risk students are identified by academic and discipline data and administrative, counselor, and teacher referrals. The total number of suspensions has steadily declined year over year. According to the CA dashboard the percentage of students suspended declined 1.3% from 2018 to 2019. Total suspensions for each subgroup has also decreased from 2018 to 2019. The following is the percentage of each subgroup's decline in suspension: African American -2.4%, Hispanic -1.6%, Socioeconomically Disadvantaged -1.6, Students with disabilities -2.6, and White -0.6%. Early parent contact has also made a difference in the perception of support given by the school over the past three years. School discipline has declined since the start of the 2020-2021 school year as students adjusted to the distance learning model.

#### Attendance Rates

Attendance rates at Hillcrest High School are fairly stable. Chronic absentee students receive multiple layers of intervention, including counseling, SART and SARB letters and meetings, and positive intervention when attendance improves. This has resulted in a decline in our chronic absenteeism rate over time. The chronic Absenteeism rate in the 2017-18 school year was 18.1% and dropped to in the 2018-19 school year to 15.5%. In Due to the COVID-19 pandemic, current attendance rates for the 2020-2021 school year have decreased in the past 4 months. This trend continues to grow and is consistent amongst all demographics.

#### Property Damage Reports

During the 2019-20 school year there were no reports of any major property damage on the Hillcrest High School campus. There have been minimal reports of property damage at Hillcrest High School due to the school closure for students during the COVID-19 pandemic.

#### State, District, or Site Surveys

Hillcrest students take the California Healthy Kids Survey each year. Students, parents, and teachers all take a school climate survey yearly. Due to school closure, school climate surveys were unable to be fully administered and analyzed. In addition, all district employees have had the opportunity to participate in a District Thought Exchange that allowed staff members and community members to express their thoughts and sentiments of school safety during the COVID-19 pandemic.

#### Students, Parents, and Staff Perceptions of School Safety

School and district leadership have kept staff, students, and parents updated with consistent communication via emails, phone calls, the AUSD website, etc., indicating the current state of COVID cases in the community and among staff members.

## 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.

## **Dress Standards**

All students are expected to present themselves in an orderly manner conducive to the advancement of education. Appearance should be neat and acceptable. Items that are disruptive or could cause situations that would diminish the safety of students will be prohibited. It is at the teachers and administrations' discretion to determine what is appropriate.

Students are expected to wear or display the following:

1. Spiked or studded jewelry of any kind including ankle bands, bracelets, chokers, rings, gloves and belts.
2. Any form of chain wallet.
3. Too small, tight, or large opening of garments such as halter, tube-tops or muscle-shirts, strapless, off the shoulder.
4. Oversized, sagged or baggy pants.
5. Hats are to be worn outdoors only.
6. Clothing, headgear, or accessories that are unsafe, lewd, indecent, vulgar, obscene, or gang related will not be permitted. Student dress shall not display emblems, lettering or pictures pertaining to gangs, drugs, tobacco, alcohol, sex, death, mutilation, violence or a gang's "silent code." Any clothing considered by the administration/law enforcement agencies to be gang related is not to be worn.

## **Definitions**

The Hillcrest High School Administration will determine the nature of gang dress and paraphernalia in continued consultation with the Riverside Police Department and District Office Personnel. The Alvord Unified School District Board of Education may set further specifics for rules relative to the dress and appearance of students which will be strictly enforced.

The term "saggy pants" means: The waistline of the pants is to be located at the hip bone of the student. With the pants correctly worn, the crotch of the pants will not hang below the body. Properly fitted pants incorrectly worn (below the hip bone) are considered "sagged pants."

Apparel, hats, jewelry, bandannas, insignias, colors, or paraphernalia that indicate an affiliation with a group or gang which may provoke others to act violently or be intimidated may not be possessed or worn on campus or at school activities. Clothing, apparel, and paraphernalia which denote gang affiliation and are not appropriate for school will vary and may change year to year.

Violation of the dress standards will result in parent contact by school personnel, confiscation of article, student placed in O.C.I. or sent home to change clothes/correct the violation. Repeated offenses will result in disciplinary action. Students and parents should continue to use good judgment when choosing their school clothing. Ed. Code 35183, P.C. 186.22

## **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:

Hillcrest High School staff communicates with parents regularly through email, flyers, the school website, and automated and personal telephone messages in addition to home visits by the site administration. Stakeholder input groups and data collection are solicited through, but not limited to, the use of the following methods:

- English Learner Advisory Council
- Parent Teacher Student Association
- School Site Council
- Sports and VAPA Booster Programs
- Parent Teacher Conferences
- Trojan University
- Coffee with the Counselors
- SARB Meetings
- Stakeholder Surveys
- School Safety Committee



## Collaboration Strategies

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

Parents are welcome at Hillcrest High School and are encouraged to get involved by volunteering for various school advisory groups and committees. In addition, stakeholders are also encouraged to participate in decision-making groups that assist in school safety such as:

- English Learner Advisory Council
- Parent Teacher Student Association
- School Site Council
- Wellness Committee
- Coffee with the Counselors
- School Safety Committee

Hillcrest High School and the Alvord Unified School District have developed partnerships with local police and law enforcement agencies to strengthen and address school safety concerns. Hillcrest High School has also created partnerships with County of Riverside Mental Health, Wylie Center Counseling, McKinley Center Counseling, County of Riverside Probation, and Operation School Bell, which all serve as support services for student social, emotional, and mental health. The County of Riverside Mental Health program provides services to children with severe emotional and behavioral problems. Services include psychiatric evaluations, medication services, individual and family therapy, and case management services. The staff works closely with schools to provide services to students who experience academic problems because of their severe emotional problems. Parent partners offer support and advocacy services to parents whose children are receiving services at the clinic. The Wylie Center Counseling offers a variety of services for both students and their families. Among their adolescent and family services, they offer:

- Outpatient Counseling - individual & family
- Student Assistance Program (SAP) counseling for expelled or suspended students
- Outreach Services - provided in the school setting
- Substance Abuse counseling - individual and on-going group
- Capable Girls - Friendship building for girls 13 - 17 years' old
- Family Counseling
- Family Support, Resource & Referral
- Six-week Parenting Skills
- Food Bank for Wylie Center families
- Resource Library/Internet Access for Parents

## 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:

Hillcrest High School and the Alvord Unified School District have developed partnerships with local police and law enforcement agencies to strengthen and address school safety concerns. Hillcrest High School has also created partnerships with County of Riverside Mental Health, Wylie Center Counseling, McKinley Center Counseling, County of Riverside Probation, and Operation School Bell, which all serve as support services for student social, emotional, and mental health. The County of Riverside Mental Health program provides services to children with severe emotional and behavioral problems. Services include psychiatric evaluations, medication services, individual and family therapy, and case management services. The staff works closely with schools to provide services to students who experience academic problems because of their severe emotional problems. Parent partners offer support and advocacy services to parents whose children are receiving services at the clinic. The Wylie Center Counseling offers a variety of services for both students and their families. Among their adolescent and family services, they offer:

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## Procedures for Safe Ingress and Egress

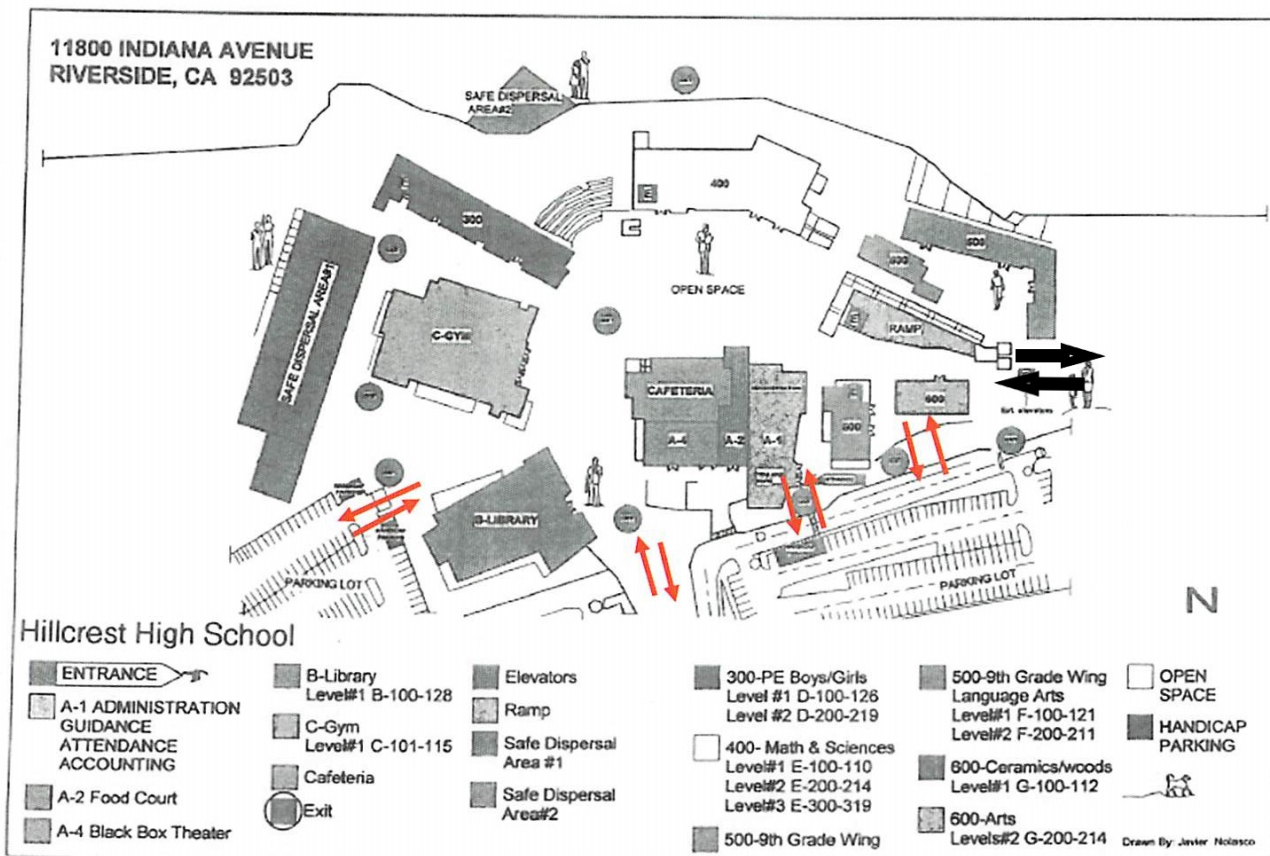
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or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

### Hillcrest Entrances/ Exits

#### Ingress/Egress Map



## 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:

Professional development at staff meetings  
Email

### 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:**

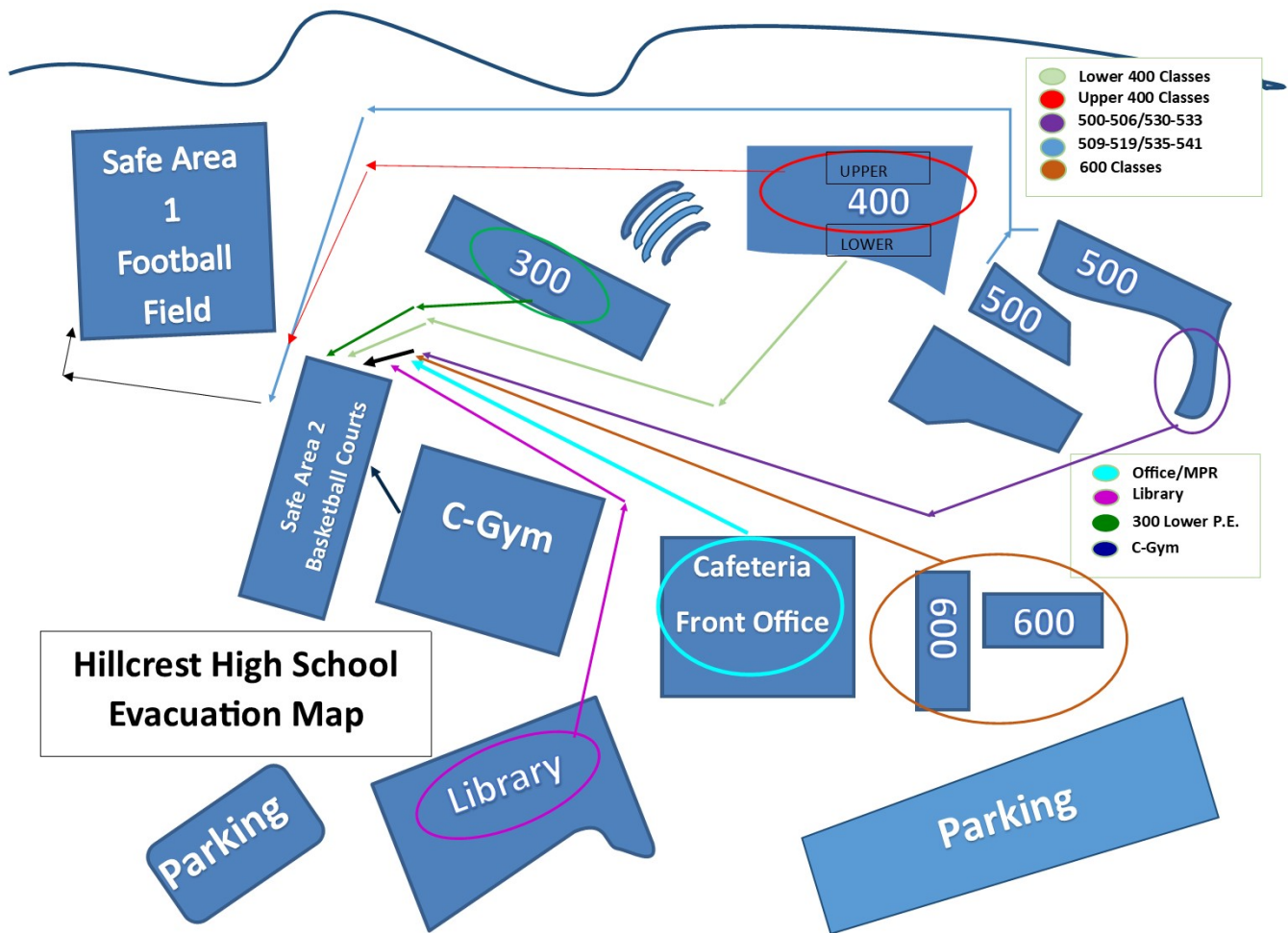
- Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
- Review all paths of travel and potential obstacles to determine most practical evacuation routes.
- For individuals with mobility impairments 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](http://www.wunderground.com)), Weather Bug ([www.weatherbug.com](http://www.weatherbug.com)), the National Weather Service ([www.weather.gov](http://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:

AEDs are located in the main office hallway, the nurse's office, and the training room. See attachment.

**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

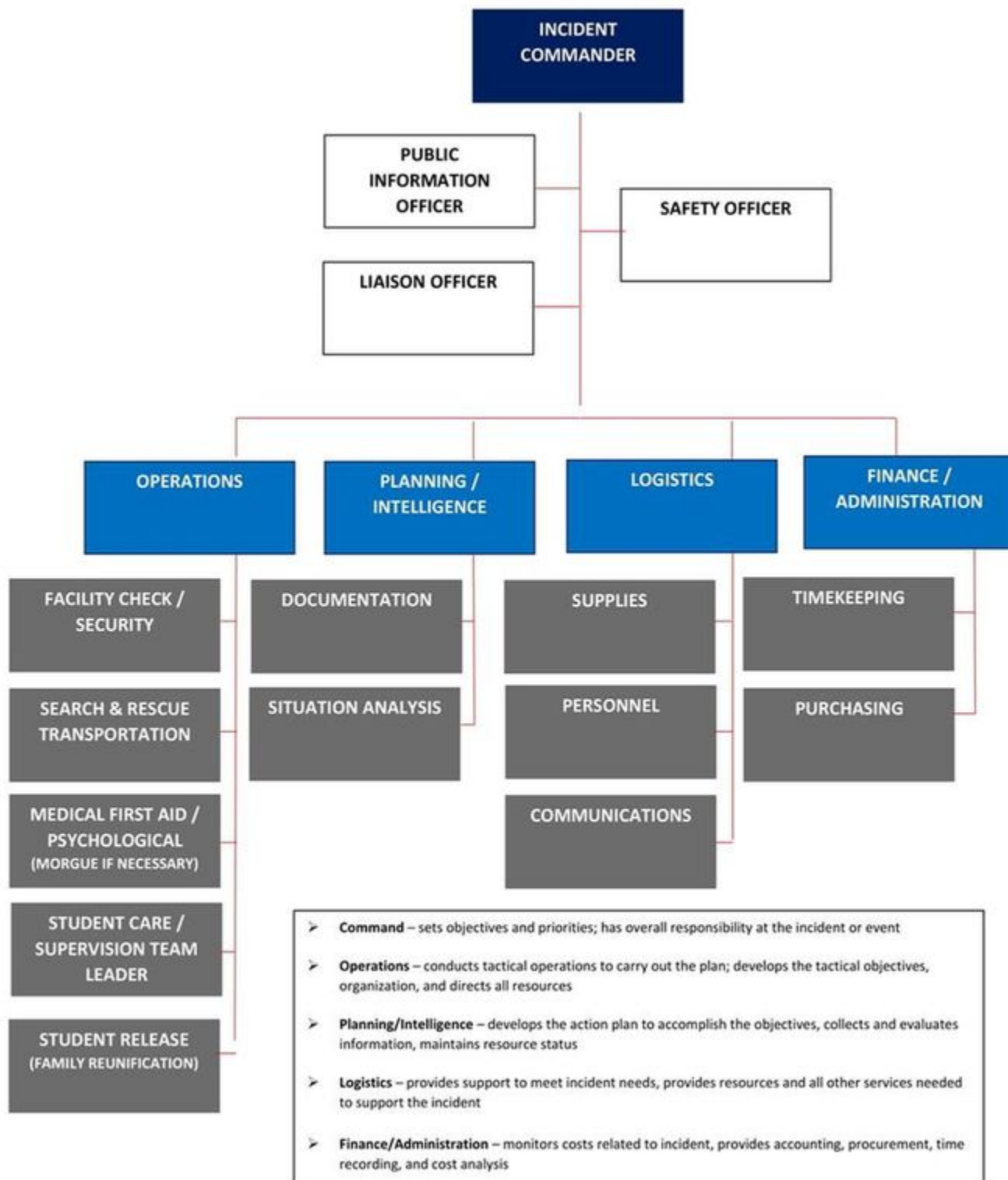
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – David Ferguson
2. Administrative Designee – Chris Prescott
3. Administrative Designee/Other – Chad Freeman
4. Administrative Designee/Other – Patricia Schiessel

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** – David Ferguson

**Incident Commander** – David Ferguson

**Safety Officer** – John Finn

**Liaison Officer** – Becca Cook

**Public Information Officer** – Patricia Schiessel

## OPERATIONS

**Operations Chief** – Ernie Ledesma

**Facility Check / Security Lead** – Sheila Barta

**Search and Rescue Team / Transportation Lead** – Derrick McCray and Bryce Robison/ Matt Johnson and Gabriel Romero/  
Matt Benavides and Travis Carter/ Matthew Simmons and Stephen Mason

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

**Medical First Aid / Psychologist Team Lead** – Erinne Moyer/ Trisha Sherman/ Carlos Ortiz/ Tonya Miller

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

**Student Care / Supervision Lead** – Pam Prescott/ Albert Montoya

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

**Student Release Team Lead** – Jessica Martinez/ Vanessa Guzman/ Lorena Higuera

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Everton Souza

**Documentation** – Mari Corrasco-Marroquin

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

**Situation Analysis** – Stuart Drake

## LOGISTICS

**Logistics Chief** – Chad Freeman

**Supplies Lead** – Denise Sitton

**Personnel** – Teresa Bierbaum/ Pam Edmondson

**Communications** – Cynthia Donnhauser

(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** – Rosemary McMahon

**Timekeeping** – Eileen Lange

**Purchasing** – Jessica Martinez

## Buddy Roster

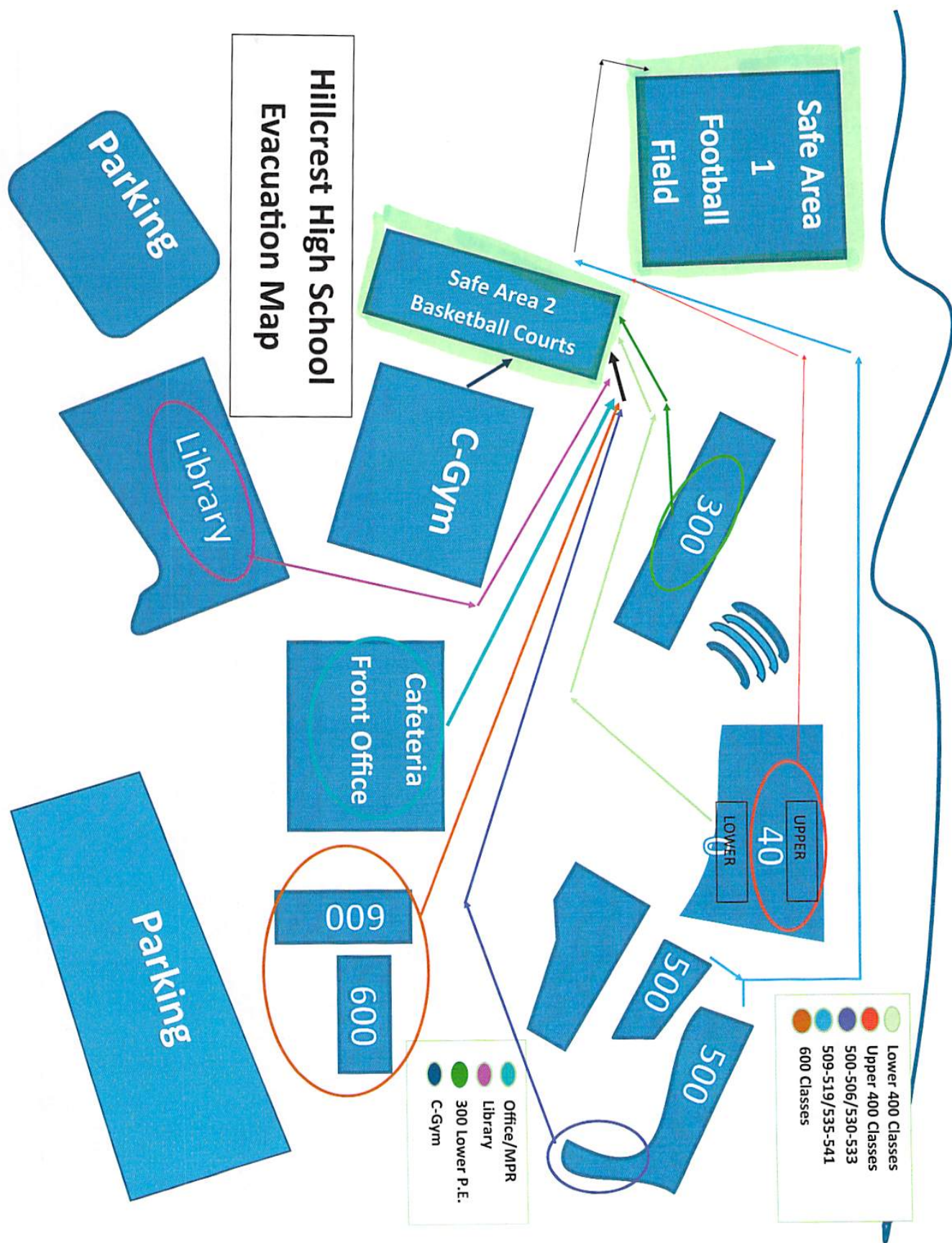
Each staff member will locate and attempt to determine whether their buddy has been injured in the emergency or may be off site. If a buddy cannot be located, that information should be given to the Logistics Chief who will inform the Search and Rescue Lead to alert the Search and Rescue Teams to look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

Staff From Room:	Staff From Room:
Askins - Frieden	Dobler - Hopkins
Mummert - Pollard	Benavides - Serna
Rhodes - Palacios	Arnett - Goodrich
Adams - Stanfield	Bostrom - Cordon
Viramontes - Willis	Diaz - Ramirez
Enciso - Carter	Mrsich - Summers
Hall - Miller	Funkhouser - Mason, S
Morales - Nichols	Vollmer - Wilcox
Ramaswamy - Survillas	Thrasher - Bonwell
Malecke - Barlow	Brown-Dobler - Inskeep
Beckedahl - Bowyer	Balow - Wood
Mason, J - Garnett	Munoz - Flint
Prewitt - Foster	Simmons - Wilson
Smith - Waggoner	Drake - Holt
Lattig - Vega	Matthews - Suttle
Johnson - Cook	Martin - Moreno
Jones - Finn - Brandom	Brown - Souza
Ledesma - Sitton	DeLaTorre - Fors
Milliorn - Montello	Marquez - Ortiz
Saliba - Strawder	

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**
  - Locate away from the Command Post and students
  - 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**
  - If possible, take media briefings
  - Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
  - Incident or disaster cause and time of origin
  - Size and scope of the incident
  - Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
  - Resources in use
  - Best routes to school if known and appropriate
  - 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.**
  - Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
  - 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**
  - Correct any misinformation heard

#### Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
  - 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

\* 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

\* 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.

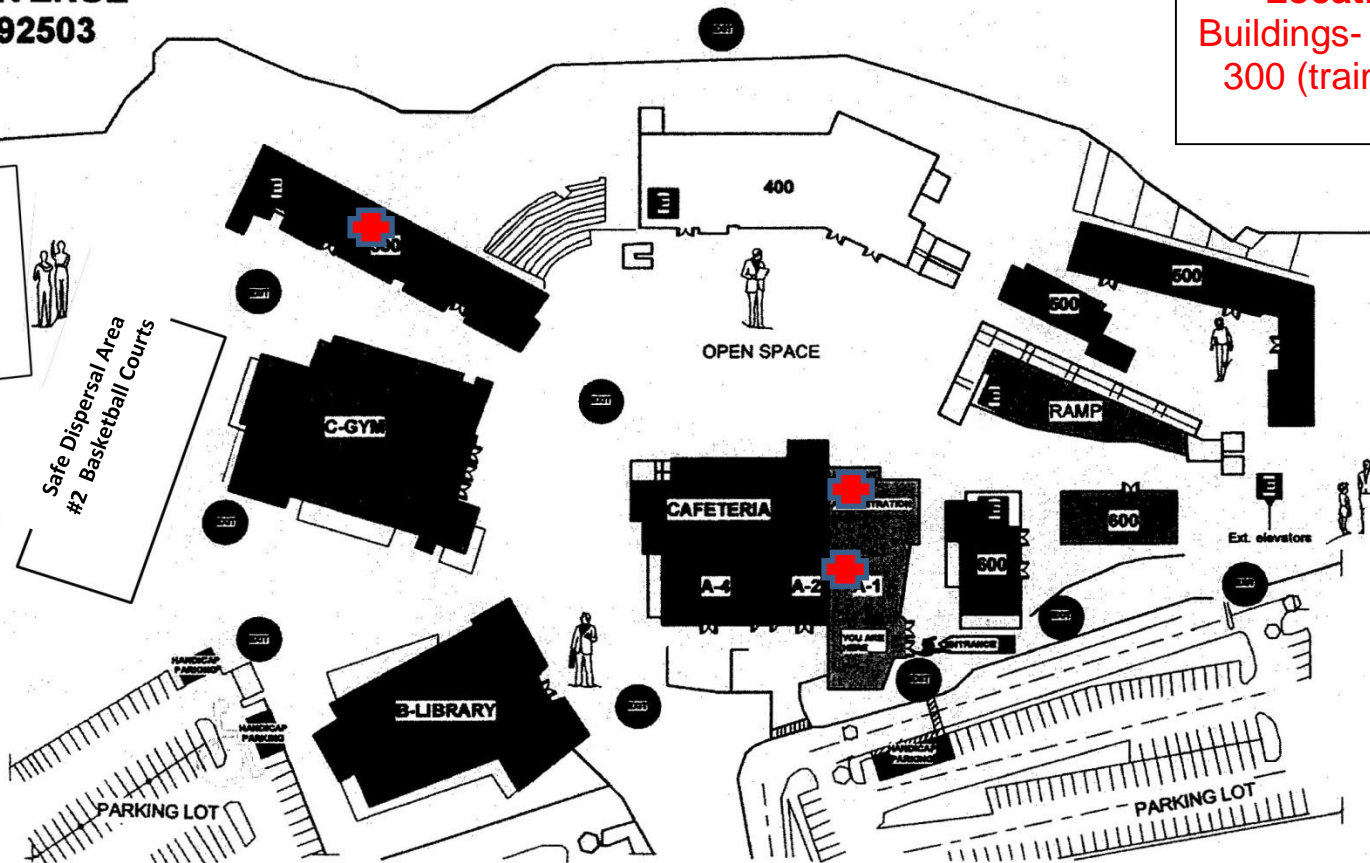
# HILLCREST EVACUATION ROUTES

11800 INDIANA AVENUE  
RIVERSIDE, CA 92503

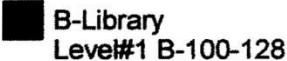

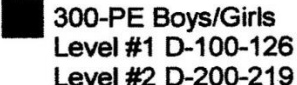
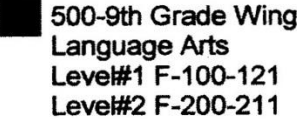

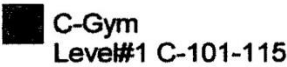
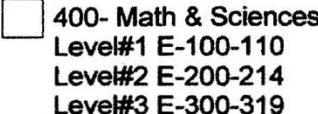
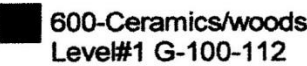



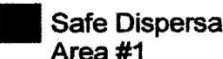
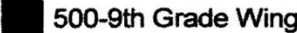
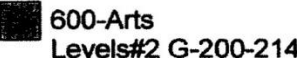
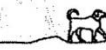

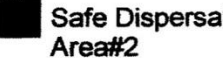
**AED**  
**Locations**   
Buildings- Main office,  
300 (training room)

Safe Dispersal Area  
#1  
Football Field

Safe Dispersal Area  
#2 Basketball Courts

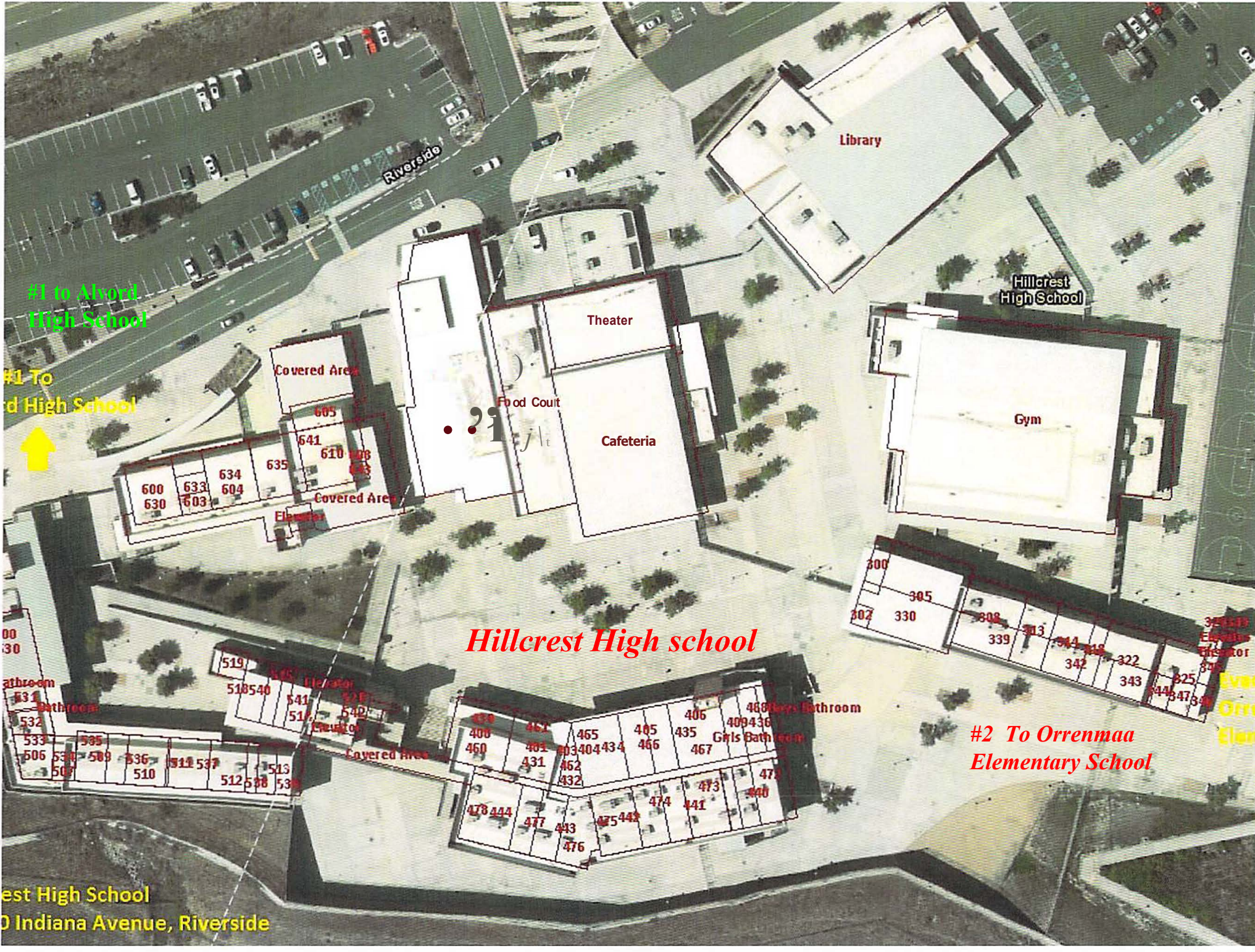


HILLCREST HIGHT SCHOOL

 ENTRANCE	 B-Library Level#1 B-100-128	 Elevators	 300-PE Boys/Girls Level #1 D-100-126 Level #2 D-200-219	 500-9th Grade Wing Language Arts Level#1 F-100-121 Level#2 F-200-211	 OPEN SPACE
 A-1 ADMINISTRATION GUIDANCE ATTENDANCE ACCOUNTING	 C-Gym Level#1 C-101-115	 Ramp	 400- Math & Sciences Level#1 E-100-110 Level#2 E-200-214 Level#3 E-300-319	 600-Ceramics/woods Level#1 G-100-112	 HANDICAP PARKING
 A-2 Food Court	 Cafeteria	 Safe Dispersal Area #1	 500-9th Grade Wing	 600-Arts Levels#2 G-200-214	
 A-4 Black Box Theater	 Exit	 Safe Dispersal Area#2			

Drawn By: Javier Nolasco





#1 to Alvord High School

#1 To  
d High School



Library

Hillcrest High School

Theater

Food Court

Cafeteria

Gym

Hillcrest High school

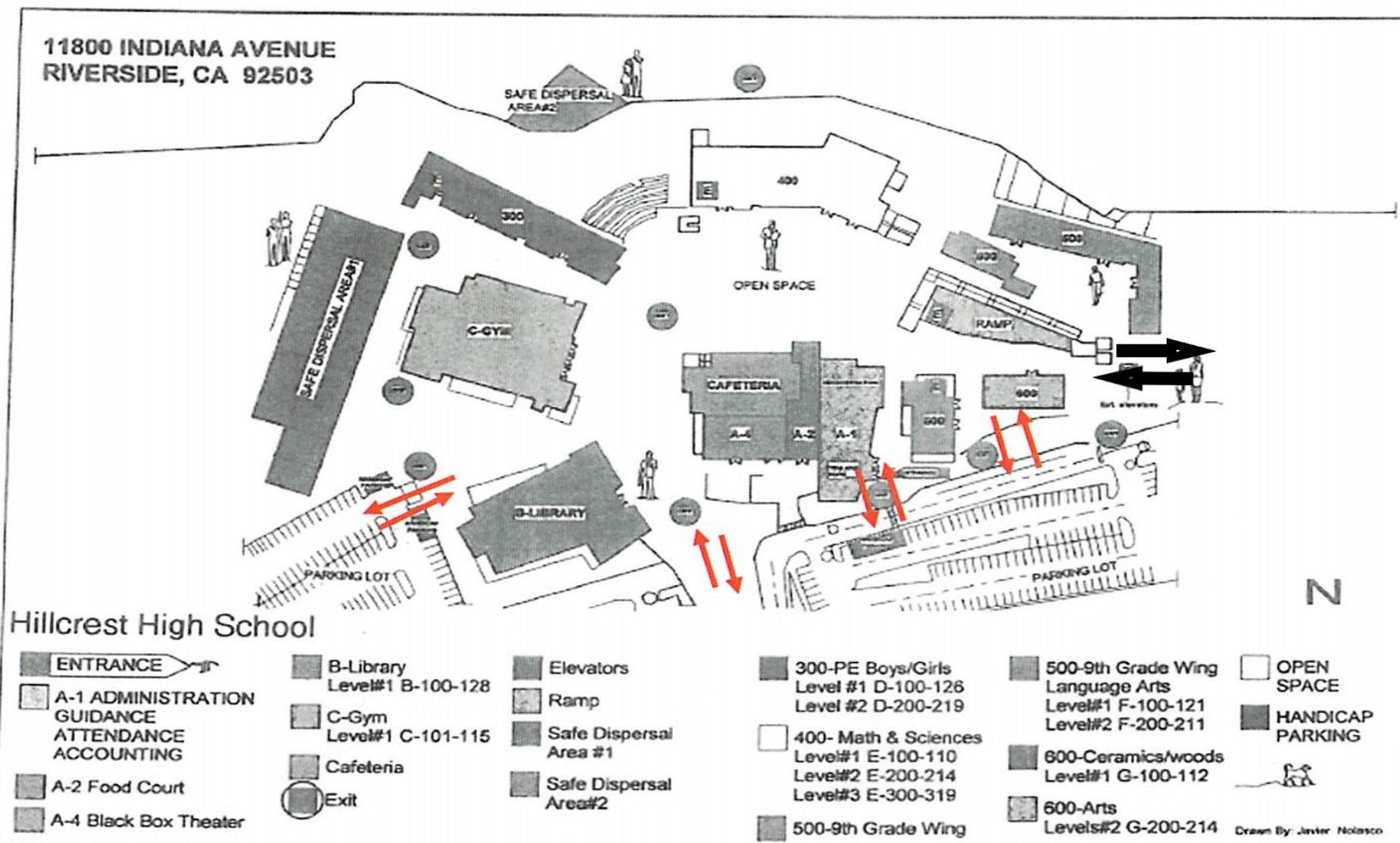
#2 To Orrenmaa Elementary School

est High School  
0 Indiana Avenue, Riverside



# Hillcrest Entrances/ Exits

## Ingress/Egress Map





# Hillcrest High School

Perseverance Responsibility Innovation Diversity Excellence

## School Site Council

Meeting Date: Monday, January 25, 2021

Meeting Location: Virtual via Zoom – Meeting ID 573 955 4241

Time: 2:30pm

### **MEETING AGENDA**

#### **I. Introductory Procedure**

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

#### **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 meeting minutes from 12/14/20
2. Approval of Comprehensive School Safety Plan

#### **IV. Discussion/Information**

1. Budget Report
2. School Plan for Student Achievement (SPSA)
3. Reports from Parent Committees
  - A. English Learner Advisory Committee (ELAC)/DELAC
  - B. Action Team for Partnership (ATP)
  - C. Parent Advisory Committee (PAC)
4. Program Reports
  - A. Professional Development Opportunities
  - 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 3/8/21 at 2:30pm.
3. Adjournment



# Hillcrest High School

Perseverance Responsibility Innovation Diversity Excellence

## School Site Council

Meeting Date: Monday, January 25, 2021

Meeting Location: Virtual via Zoom – Meeting ID 573 955 4241 Time: 2:30pm

### **MEETING MINUTES**

#### **I. Introductory Procedure**

1. Call to Order – The meeting was called to order at 2:34pm.
2. Establishment of Quorum – A quorum was established with twelve members present.
3. Pledge of Allegiance – P. Edmondson led the council in the Pledge of Allegiance.
4. Welcome and Introductions – P. Edmondson welcomed everyone to the 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.*

No members of the audience came forward.

#### **III. Action Items**

1. Approval of minutes from 12/14/20 meeting – The minutes of the meeting held on 12/14/20 were reviewed. No revisions were requested. Motion to approve the minutes from 12/14/20 as presented: 1<sup>st</sup> – M. Thrasher, 2<sup>nd</sup> – Z. Milkie, approved unanimously.
2. Approval of Comprehensive School Safety Plan – The Comprehensive School Safety Plan was reviewed. Motion to approve the plan: 1<sup>st</sup> – M. Thrasher, 2<sup>nd</sup> – B. Cook, approved unanimously.

#### **V. Discussion/Information**

1. Budget Report – D. Ferguson reviewed that very little has changed with our budgets and it is getting time to start spending the money allotted. D. Ferguson spoke about a few possibilities including document cameras, projectors and new interactive flat panel technology that will be used to replace smartboards once they no longer work. The council asked for a list at the next School Site Council meeting, which D. Ferguson explained that he would like to move to next week. The council agreed to the date change. D. Ferguson will provide more information soon.
2. School Plan for Student Achievement (SPSA) – D. Ferguson reviewed the goals in the SPSA, which have not changed since our last revision. The council discussed the goals and agreed that keeping the goals the same is best due to the current pandemic school closure and the inaccuracy of data that will be collected. D. Ferguson explained that the final SPSA will need to be approved this spring so the Board of Education can approve it in June.
3. Reports from Parent Committees
  - A. English Learner Advisory Committee (ELAC)/DELAC – P. Edmondson informed the council that we have had a very difficult time finding parents interested in serving on our ELAC this year. This is due to the pandemic, as well as the change in policy for forming ELACs. We will be making another attempt to find council members. P. Edmondson will be working with the district EL Director to get some help.
  - B. Action Team for Partnership (ATP) – The district's Parent Engagement office continues to work to support parents throughout the district via a series of trainings that have supported distance learning.
  - C. Parent Advisory Committee (PAC) – Z. Milkie reported that she attended the PAC meeting last week. The meeting focused on the Thoughtexchange. She encouraged



everyone to participate so our voices are heard. The meeting also focused on the California School Dashboard.

4. Program Reports
  - A. Professional Development Opportunities – D. Ferguson reported that professional development continues to be focused on assisting teachers with teaching in a distance learning environment and efforts to support our WASC goals.
  - B. Parent and Family Involvement Opportunities – D. Ferguson explained that efforts continue to be focused on providing parent opportunities to be involved during distance learning through the district's Parent Engagement office, as already noted.
  - C. Interventions – D. Ferguson explained that several interventions are being implemented to support students in distance learning but the focus in recent weeks has been on our seniors. Counselors are tracking students very carefully that need to put forth more effort prior to graduating and are providing interventions immediately to help them graduate.
5. Principal's Report – D. Ferguson thanked everyone for their participation. He explained that the second semester started out very well. We are focusing on our seniors and have started weekly "Senior Forums" that will give seniors a voice and allow for updates on upcoming events and opportunities for seniors. We had a virtual WASC visit on January 13 and 14. The visit went very well and feedback from the visiting committee was very positive. We are waiting on our official report from them. B. Cook reported that one of our council members, J. Martinez, has been selected as Hillcrest's first state representative for the California Association of Student Leaders (CASL) and was also selected to be on the National Curriculum Advisory Board for CharacterStrong. We are very proud of Jessal and her efforts to represent Hillcrest High School so positively. D. Ferguson thanked all three students serving on the council and noted how impressive they are as student leaders on our council and our campus.

#### **V. Adjournment**

1. Agenda building for next meeting – D. Ferguson asked for suggestions for the next meeting. No suggestions were made.
2. The next SSC meeting is scheduled for Monday, 3/8/21 at 2:30pm. D. Ferguson asked for the council's approval to move the meeting to Monday, February 1, 2021 so we may discuss our expenditures in greater detail.
3. Adjournment: Motion to adjourn the meeting at 3:23pm: 1<sup>st</sup> – D. Fernandez, 2<sup>nd</sup> – F. Henry, unanimously approved.

**AB 1747**

# **Comprehensive School Safety Plan**

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## **La Sierra High School**

4145 La Sierra Ave., Riverside CA  
(951) 358-1725

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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

Vandalism: During the 2019-2020 school year, LSHS experienced seven reported incidents of vandalism throughout various areas of campus. Six of the seven incident involved graffiti. One incident involved more extensive damage including the cutting of several locks on campus.

**Discipline:** During the 2019-2020 school year, LSHS had a total of 68 suspensions. The majority of students suspended were male, making up about 78% of suspension and females only 22%. Students 15 years old and under made up 78% of suspension, while students 16 and older made up only 22% of suspensions. Hispanic students made up the largest percentage of suspension (76%), followed by White students (15%). Native American and Pacific Islander student made up the smallest percentage of suspension, 1.5% and 2.9%, respectively. Approximately 9% of suspensions involved homeless students and 13% involved foster youth. Students classified as English Learners made up roughly a third of suspensions (33.8%), as did students with disabilities (36.8%). During the 2019-2020 school year, LSHS had a total of 3 expulsions. All expelled students were males 15-16 years old. One of the students was homeless and all were also foster youth. One of the three was an English Learner and one was a student with a disability.

**Attendance:** During the 2019-2020 school year, LSHS had a total, unduplicated enrollment of 1,671 students. Over two thirds of students (67.8%) were absent less than 5% of the year. About a fifth (19.21%) of students were absent for 5%-10% of the school year and less than one in ten students (8.8%) were absent 10%-20% of the year. Less than 5% of students were absent more than 20% of the year. There were no major discrepancies in attendance amongst grade levels. At every grade, 65%-70% had over 95% attendance and those attending less than 80% of the school year were between 3%-5%.

**Perception Data:** The most current available comprehensive survey of parent perception is from the 2018-2019 California School Parent Survey. A total of 178 parents participated in the survey, with the largest percentage of responses (40%) coming from those with senior students. Parents of students in other grade level made up the rest of response, with each grade level consisting 19%-21% of responses. The areas covered in the survey include parental involvement, academic orientation, respect and cultural sensitivity, student risk behavior, learning supports, opportunities for student participation, and nutrition. The results indicate the vast majority of parents, approximately 80%-90%, indicate that the school provides opportunities for parent involvement. Parent indicated similar level of satisfaction with academic orientation opportunities, learning supports, opportunities for student participation, respect and cultural sensitivity, discipline, facilities, and nutrition. The one area parents reported being concerned was with student risk behavior. Only 33% or fewer of parent reported that tobacco, electronic cigarette, alcohol, and drug use is not a problem or a small problem. Similarly, 38%-45% reported that harassment, bullying, and physical fights are somewhat of a problem or a large problem. The most current available comprehensive survey of student perception is from the 2018-2019 California Healthy Kids Survey. The results are from 239 9th grade students who represent 57% of students at that grade level, comprised relatively evenly in terms of gender. Area of strength include most students feeling connected to school (56%), academically motivated (68%), and perceiving high expectation (72%). Only 9% of students reported not feeling safe at school. One area of concern is 34% of students reporting feeling chronic sadness and hopelessness.

## 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.

See attachments: AR 1312.3 Uniform Complaint Procedures, Student Complaint of Harassment or Bullying Form, BP/AR 5145.12 Search and Seizure, BP/AR 5144 Student Discipline.

## 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.

See attachments: AR 1312.3 Uniform Complaint Procedures, AR 4031 Complaints Concerning Discrimination in Employment

## 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.

Eagles are expected to dress for success and learning. The La Sierra High School Administration will determine the nature of gang dress and paraphernalia in continued consultation with the Riverside Police Department and District Office Personnel. The Alvord Unified School District Board of Education may set further specifics for rules relative to the dress and appearance of students which will be strictly enforced.

It is not the intent of the administration to override the prerogatives of parents in determining what is appropriate dress and grooming. The administration's concern is for the health, safety, and well being of its students and the avoidance of distractions to the learning environment. All students are expected to present themselves in an orderly manner conducive to the advancement of education. Appearance should be neat and acceptable. Items that are disruptive or could cause situations that would diminish the safety of students will be prohibited. It is at the administrations' discretion to determine what is appropriate.

Offenses will result in disciplinary actions which may include warning, detention, OCI, or home suspension. Violation of the dress code will result in:

- o Parent contact by school personnel
- o Dress code violation corrected with loaner clothing provided
- o Confiscation of item

Confiscated items will be held in On Campus Intervention (OCI) for parent pick-up. Confiscated items will NOT be returned to students. All confiscated items will be given to charity if not claimed from the office by parent/guardian by the end of the school year. Students and parents should continue to use good judgment when choosing their school clothing. We request and encourage all parents to show an active interest in their student's education by supporting the standards and policies of the Alvord Unified School District and La Sierra High School. (California Education Code 35183, P.C. 186.22)

Students may NOT wear, display or be in possession of:

- A. Spiked or studded jewelry or clothing of any kind (i.e. bracelets, chokers, rings, gloves and belts.)
- B. Wallet, choker, or any other form of chain.
- C. No excessive skin maybe showing or tight garments such as halter, tube tops or muscle shirts, strapless, off the shoulder, or fishnet see through garments.
- D. Bib overalls with straps unbuckled are not acceptable. Oversized, sagged or baggy pants, and belt buckles lettered or numbered are not permitted.
- E. Oversized belts hanging from under apparel shall not be worn.
- F. Clothing that is unsafe, lewd, indecent, vulgar, obscene or gang related, nor shall the clothing disrupt the educational process or the orderly operation of the school.

- G. Student dress shall not display emblems, lettering or pictures pertaining to gangs, drugs, tobacco, alcohol, sex, death, mutilation, violence or a gang's "silent code." Any clothing considered by the administration/law enforcement agencies to be gang related is not to be worn.
- H. Undergarments must be worn and covered by clothing at all times. A jacket or cover-up worn to conceal brief clothing that reveals bras or bare midriffs is NOT acceptable.
- I. Dresses, skirts, and shorts must be longer than your thumb tip when hands are by your side.

Students are expected to wear or display the following:

- A. Clothing that is hemmed and free from excessive tears, rips, and holes.
- B. Clothing that covers undergarments, the back and the entire midriff. (Bra/underwear are not to be showing).
- C. School/personal property that is free of graffiti (i.e. notebooks, folders, backpacks, etc.)
- D. Clothing and accessories worn in the manner in which they were designed to be worn.
- E. Appropriate shoes at all times.

#### Hat Policy

Hats may not be worn in the classroom/indoors. Hats worn in the classroom/indoors may be confiscated. Hats and hoods must be taken off when asked by the instructor. Failure to comply is defiance and disruption of the instructional environment. Hoods must be kept down in class.

## **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:

La Sierra HS employs a variety of strategies to involve parents in their children's education and keep them informed regarding events, activities and information. Communication happens systemically through a variety of means, including, but not limited to, emails, text messages, monthly newsletter, digital flyers, and automated phone calls regarding attendance. The school holds meetings regularly throughout the year, each with their specific focus, such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Organization Supporting Student Excellence (POSSE), and School Attendance Review Team (SART). The school counseling department supports students and parents to address behavior expectations and supports. The school has a Positive Behavioral Interventions and Supports program to provide parents and students with clear examples of behavior expectations. The school holds meetings and workshops throughout the year to inform parents of school rules, expectations, as well as to empower parents to support their children's academic success. Examples include Back to School Night, Open House, as well as meetings on registration, graduation plans, post-high school educational opportunities, academies, and grade-level specific events. Furthermore, the school has robust sports and performing arts programs that hold events throughout the year for parents to witness their children's advancement, as well as to provide opportunities for parent involvement. This includes, but is not limited to, plays, musical performances/competitions, and sporting events. The school also had a wide variety of clubs to provide all students with an opportunity engage in enrichment activities as a means to promote school connectedness and decrease the likelihood of misbehavior. All of the information regarding the parent involvement opportunities listed above can be found via the school website and social media accounts.



## Collaboration Strategies

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

La Sierra HS works collaboratively with a variety of community organizations to take proactive steps to develop a positive school culture. We work with a school resource officers conduct home visits as a means to improve attendance and increase school connectedness, as well as to conduct welfare checks. The school also has a partnership with community organization such as the Wiley Center and McKinley Center that provident counseling and mental health services to students and families. We also collaborate with the district attorney's office via the school attendance review board (SARB) to provide support and accountability to the families of students that are chronically absent.

## 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:

Prime-Time is an after school program that provides students the opportunities for academic support, enrichment, sports, arts, and STEM activities while in a safe environment supervised by trained personnel. For at-risk students, there is an Opportunities Program that provides instruction in a highly supervised setting with robust supports, specialized instructional staff, and a lower student to staff ratio than what is found in a traditional setting.

For students that struggle to engage or success in a traditional high school setting, there are opportunities to transfer to an alternative education programs at other school sites within the district and county. The school counseling department supports students and parents to address behavior expectations and supports. The school resource officers conduct home visits as a means to improve attendance and increase school connectedness, as well as to conduct welfare checks. The school also has a partnership with community organization such as the Wiley Center and McKinley Center that provident counseling and mental health services to students and families. We also collaborate with the district attorney's office via the school attendance review board (SARB) to provide support and accountability to the families of students that are chronically absent. The school has a Positive Behavioral Interventions and Supports program to provide parents and students with clear examples of behavior expectations. For students with exceptional social, emotional, or behavior difficulties, we employ school psychologists to provide supports and monitoring with regard to mental health and anger management. The school also works collaboratively with the district family engagement center to teacher and empower parents to support their children's school engagement. We hold meetings with students and parents to educate them on the perils of drug, tobacco, and alcohol abuse, as well as referral to prevention programs offered outside of the school. The school holds meetings and workshops throughout the year to inform parents of opportunities to student engagement and academic support. Students have opportunities to attend grade-level specific events and participate in academies and sports, performing arts, and social clubs/programs. This includes, but is not limited to, AVID, band, choir, ceramics, visual arts, Cheer Club, Book club, Cadet Corp, California Scholarship Federation, Cancer Awareness Club, Chess Club, College Club, Dance Club, French Club, Drama Club, French Club, Friendship Society, Future Business Leaders of America, Gay Straight Alliance, Health Academy, Interact Club, International Business Academy, Key Club, Latinos Working Together, National Honor Society, Science Club, Sign Language Club, Spanish Honor Society, and yearbook.

## Procedures for Safe Ingress and Egress

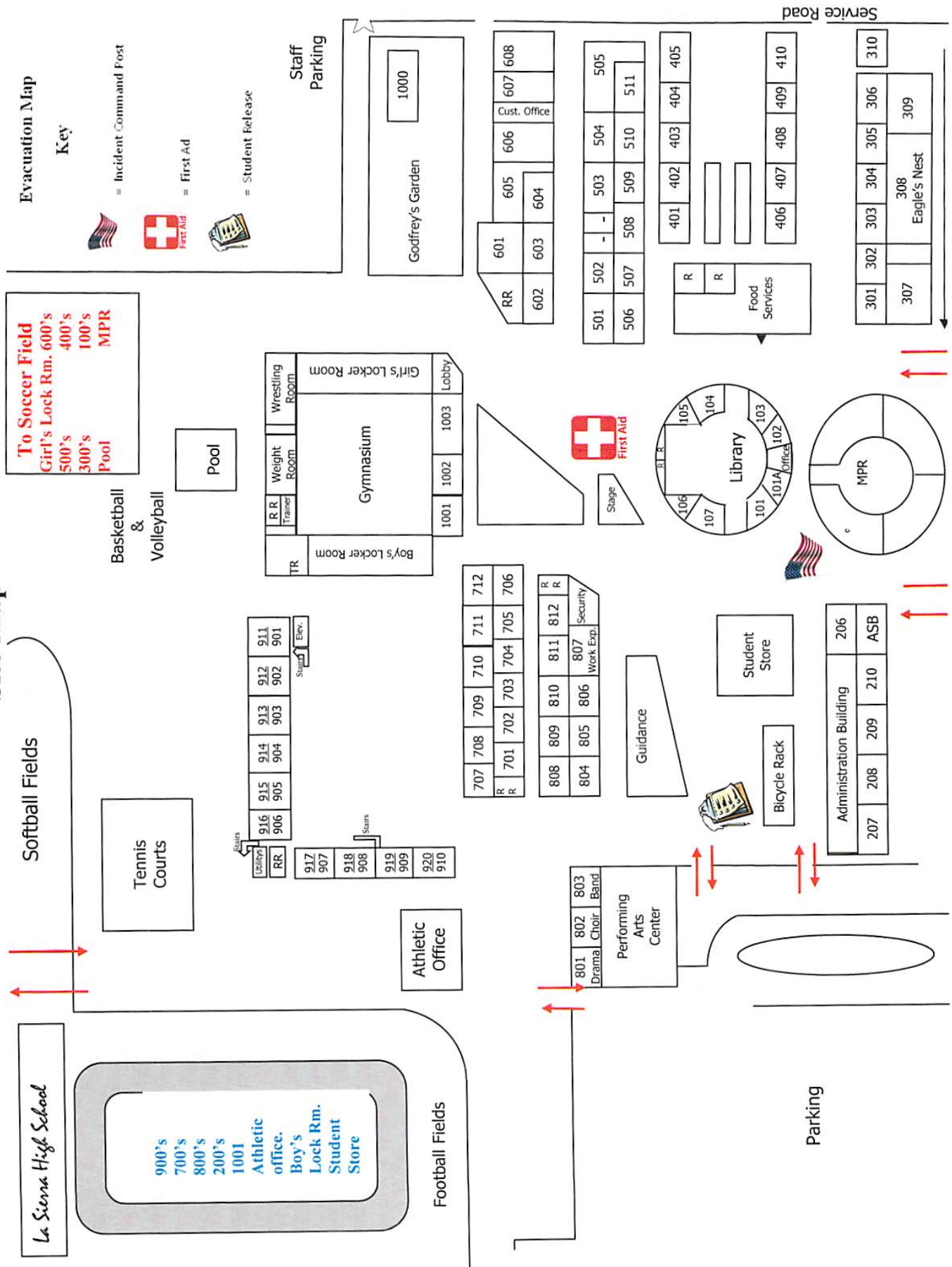
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or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

## Site Map





## 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 meeting reviewing emergency procedures, fielding questions, and taking input on ways to improve.

### 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.

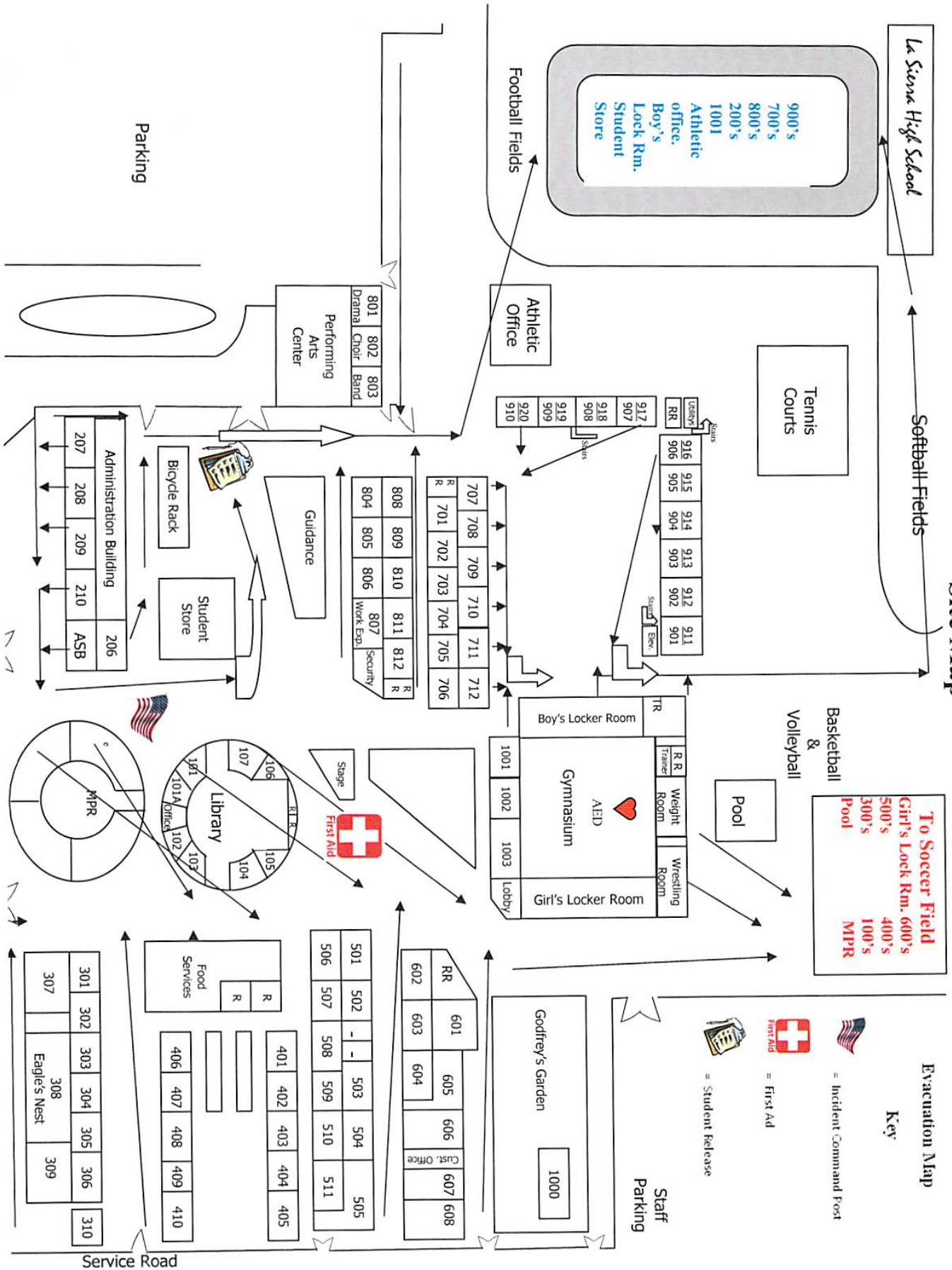
### **Accommodations for People with Special Needs**

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.



# Site 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](http://www.wunderground.com)), Weather Bug ([www.weatherbug.com](http://www.weatherbug.com)), the National Weather Service ([www.weather.gov](http://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:

school gym on southeast wall.

**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

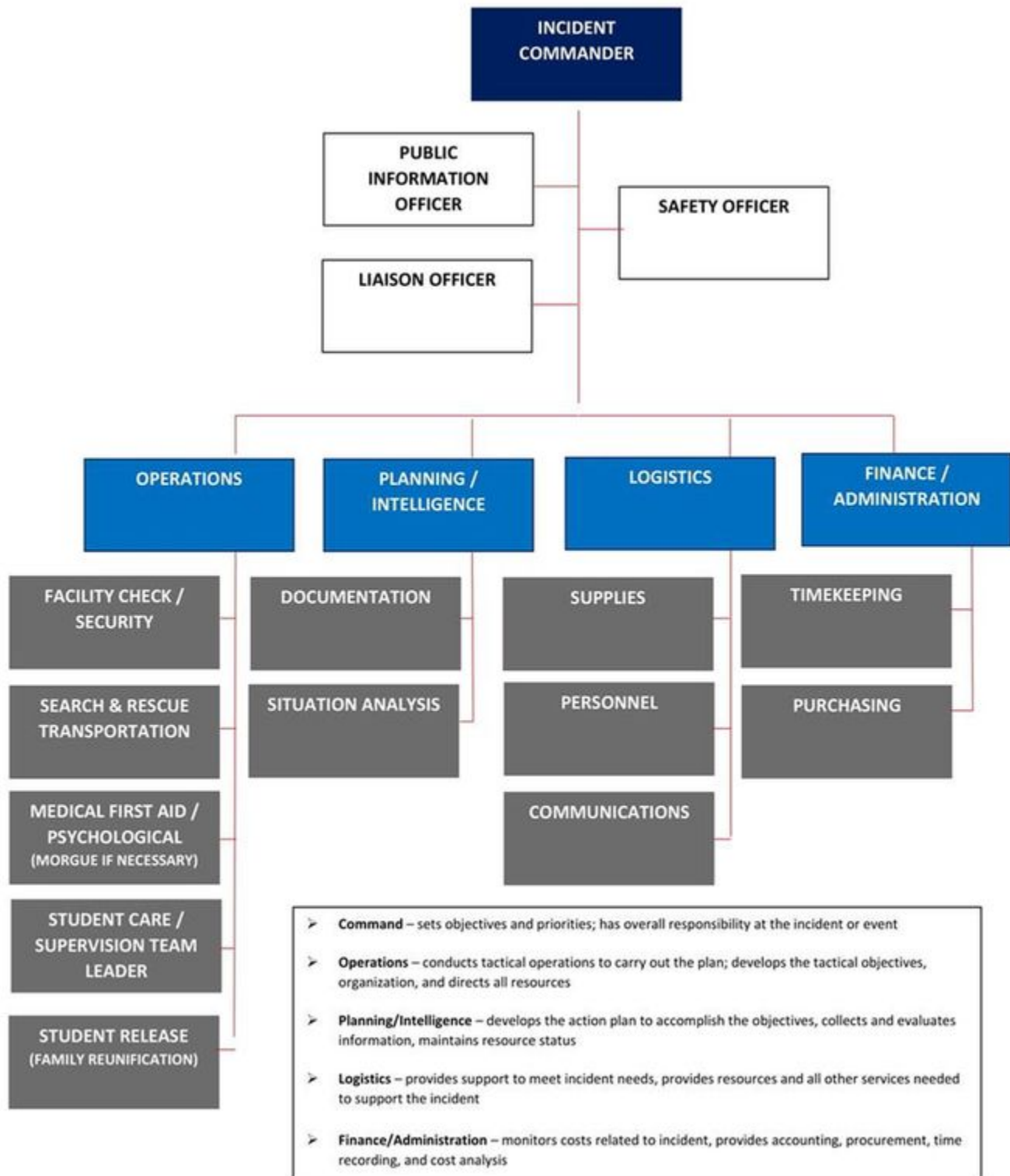
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Tania Cabeza
2. Administrative Designee – Israel Avila
3. Administrative Designee/Other – Robert Schwandt
4. Administrative Designee/Other – Brad Lyall

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** – Tania Cabeza

**Incident Commander** – Tania Cabeza, Principal

**Safety Officer** – Israel Avila, Assistant Principal

**Liaison Officer** – Brad Lyall, Assistant Principal

**Public Information Officer** – Robert Schwandt, Assistant Principal

## OPERATIONS

**Operations Chief** – Israel Avila, Assistant Principal

**Facility Check / Security Lead** – Ryan Highstreet, Athletic Director

**Search and Rescue Team / Transportation Lead** – Axel Boroquez, Lead Custodian

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

**Medical First Aid / Psychologist Team Lead** – Kathlyn Serna, Health Assistant

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

**Student Care / Supervision Lead** – Victoria Anderson, Lead Counselor

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

**Student Release Team Lead** – Arianna Rodriguez, Senior Attendance Clerk

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Deanna Angelucci, School Librarian

**Documentation** – Shakira Andrews, Attendance Clerk

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

**Situation Analysis** – Irene Werley, Account Clerk

## LOGISTICS

**Logistics Chief** – Mikaela Ayala, ASB Director

**Supplies Lead** – Celina Martinez, Assistant Principal Secretary

**Personnel** – Sarah Huber, Instructional Coach

**Communications** – Luis Velazquez, Counselor

(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** – Judith Calderon, School Secretary

**Timekeeping** – Brad Lyall, Assistant Principal

**Purchasing** – Francine Murillo, School Secretary

## 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:
101/101A/Library, DeJournett/Burk/Angelucci	701/702, Wells/Pike
102/103, Malisa Bright/Stip	703/704, Disney/Workroom
104/105, Johnson/Morales	705/706, Edgar/Eckenrod
106/107, Stip/Roby	707/708, S. Peterson/Escalona
206/Student Store, H. Bartholomew/Werley	709/710, Chang/Chamberland
207/208, Porter/Ganier	711/712, Wilber/Pearson
209/210/POSSE, IEP Room Members/Pearson/POSSE Members	801/802/Performing Arts Center, Kasinski/Maki
302/303/304, Recendez/Brown/Nichols	Campus Security Office
305/306, Logan/Pederson	804/805/806, Conley/Richardson/Kane
307/308/309	808/809, Holstein/Thompson
401/402	810/811/812, J. Peterson/Tejeda/Umeojiako
403/404/405	901/902, Lynch/Godfrey
406/407/408/409	903/904, Maki/Rivera
410, Quarantine Room	905/906, Cline/Bustamante
501/502, Martin/LaGrass	907/908, Swanson/Grable
503/504, Health Academy/Business Academy	909/910, Twiford/Matthew Bright
505/511, Ayala/Reedy	911/912, Aviles/J. Hedlund
506/507, Anderson/Vega	913/914, Baker/Salinas
508/509/510, Echelhoef/Bussman/Gahagan	915/916, Whiting/Martinez
601/602/603 Cadet Corps/Lake/Padilla	917/918, Erikson/Shepard
604/605/606, B. Bartholomew/Naif/Flood	919/920, Reynoso/Hernandez
607/608/Custodian Office, Van Cleave/Miller	Girls Locker Room
Attendance Office/Clerks, Andrew/Rodriguez/Martinez/Murillo/Rangel	1008 Dance Room
Records/Guidance Clerk/SRO, Nava/Bengston/Chen	1001 PE/1004 Team Training Room
Counselors	Gym
Nurse/Health Assistant/Health Office, Mendiola/Serna	1006 Weight Room /1007 Wrestling Room

Staff From Room:	Staff From Room:
Principal/AP3/Secretary/AD, Cabeza/Schwandt/Calderon/Highstreet	Athletic Office
AP1/AP2//Psychologists, Lyall/Avila/Carlos/Mejia	MPR
Food Service Staff	

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

\* 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

\* 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

## 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

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



**La Sierra High School  
School Site Council Agenda**

January 25, 2021

Meeting Location: <https://meet.google.com/owg-fuet-gbc> Time 2:45pm

**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 December 7, 20 meeting
2. Approve new ByLaw for SSC
3. Approve Comprehensive School Safety Plan

**III. Discussion/Information**

1. Budget Reports by Funding Source: LCFF LI, LCFF EL
2. Training Topic:
  - School Safety Plan
3. School Plan for Student Achievement (SPSA)
  - Continue reviewing and updating SPSA goals/actions
4. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)
  - P.O.S.S.E
  - District Parent Advisory Committee (PAC)
5. Program Reports
  - Interventions
  - Counseling Report
6. 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 February 22, 2021
3. Adjournment: Action Item

**La Sierra High School  
School Site Council Minutes**

**Meeting Date: January 25, 2021**

**Meeting Location: <https://meet.google.com/owg-fuet-gbc> Time 2:45pm**

**I. Introductory Procedure**

1. Call to Order- Meeting was called to order by Jennifer Alvarez at 2:51PM
2. Establishment of Quorum- A quorum was established with the following 14 members present:

Gil- parent  
Kathleen Tejeda- teacher  
Eddison Kang- parent  
Victoria Anderson- counselor  
Dr.Cabeza- principal  
Ariana Reedy- teacher  
Ms. Gooder- PAC representative  
Mr. Avila- Assistant principal (guest)  
Abigail Cooper- student  
Elizabeth Lopez- student (late)  
Jennifer Alvarez- student  
Mrs. Thompson- teacher  
Stacey Collins- parent  
Mr. Johnson- teacher

3. Pledge of Allegiance- Jennifer Alvarez led the pledge of allegiance

4. Welcome and Introductions

**II. Action Items**

1. Approve minutes from December 7,20 meeting- Mr Oceguela made motion to approve minutes & Mrs. Anderson seconded it, vote had and minutes unanimously approved
2. Approve new ByLaw for SSC- Mrs. Thompson made motion to approve bylaws and Mr Oceguela seconded it - vote held and motion was unanimously approved
3. Approve Comprehensive School Safety Plan- Mr. Avila, ,Assistant Principal presented the LSHS Safety Plan. Ms Tejeda made motion to approve the safety plan, and Ms Collins seconded the motion. Vote had a plan was unanimously approved.

### **III. Discussion/Information**

1. Budget Reports by Funding Source: LCFF LI, LCFF EL- no change in LCFF LI since last meeting. Expenses to come include counselor intervention materials, materials for college and career center, materials for family engagement center, materials for PBIS, academic tutoring center materials, commitment day materials/ college walk event.

2. Training Topic:

- o School Safety Plan- Mr. Avila presented on this and details reviewed with the team.

3. School Plan for Student Achievement (SPSA)

- Continue reviewing and updating SPSA goals/actions

-SSC reviewed updated Goal 1 & 2 including activities for goal 1 & 2 for the new 21-22 SPSA. These activities for Goal 1 include AP potential campaign, Dual enrollment recruitment campaign, commitment event for seniors, time for AP teachers to release data, potential campaign for incoming Freshmen, AP Potential campaign, college/career day, and Implementation of CCGI. Ms Reedy made suggestion to add an activity for goal 1 that includes Academy pathways to align courses with a-g. For goal 2 in 21-22 SPSA activities included Link crew, Peer academic tutoring, wellness center, college and career workshops, release time for CTE and academy teacher, PBIS task force release time, PBIS student incentive system. Ms Anderson suggested adding an activity for FAFSA workshops. For the next SSC meeting, literacy goal activities will be revised for the 21-22 SPSA. Discussion also had as to including career/vocational schools in activities.

4. Reports from Parent Committees

- English Learners Advisory Committee (ELAC)- a meeting will be held tomorrow
- P.O.S.S.E - Ms Collins shared the goal of collaborating with teachers and students for a Black History Month event for February.
- District Parent Advisory Committee (PAC) - went over LCAP, nothing much else to report

5. Program Reports

- Interventions- Ms Anderson -academic recovery and mental health is a concern for coming back she also shared that we had a Winter session for credit recovery and we will have Summer school. She shared we have additional periods of Odysseyware for this semester for credit recovery. Ms Collins asked about current status of potential non-grads. Ms Anderson shared we have 38 potential non-grads compared to last year 26.

- **Counseling Report**

-Counselors are working on registration for next year, summer school sign ups are happening, 9-10 grade tutoring, pushing to the Seniors FAFSA workshops and RCC/ 4 year universities.

6. Principal's Report- virtual showcase for 8th graders is tomorrow and showed us the preview video of advertisement for our school, working with ASB to plan senior events and continuing to work with teachers to review data to revise pacing plans to adjust for learning loss.

#### **IV. Hearing Session/Public Comments - none for today**

*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 - literacy goal for next meeting, no other suggestions were made
2. The next SSC meeting is scheduled for February 22, 2021
3. Adjournment: Action Item- meeting adjourned at 4:08PM by Mrs. Anderson made motion to adjourn, seconded by Mr Oceguela and unanimously approved.

[illegible]

# **Emergency Operations Center Team Assignments**

## **Search and Rescue/Transportation Team**

Custodial Staff

Area 1: 100/200-R. Stip/ B. Roby/M. Ganier

Area 2: 300/400-G. Nichols/T. Johnsen/G. Brown

Area 3: 500/600-P. Choudhury/D. Gahagan/ T. Naif.

Area 4: 700/800/PAC-P Gray/ M.Chamberland/Eckenrod/A. Edgar

Area 5: GYM-J. Allen/J. Norman/R. Highstreet

Area 6: 900-M. Bright/A. Lynch/ M. Baker/ Bustamante

## **Medical First Aid/ Psychological Team**

Counselors, School Psychologists

## **Student Care/Supervision Team**

Campus Supervisors, Classroom Teachers, Instructional Aides

## **Student Release Team**

Guidance Clerk, Sr. Attendance Clerk. Activities Clerk,  
Attendance Clerk, Sr. Clerk





# ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92879 | P: (951) 509-5000 | F: (951) 509-6070

## Student Complaint of Harassment or Bullying

### STUDENT INFORMATION

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Student #: \_\_\_\_\_

### INCIDENT INFORMATION

☐ Sexual Harassment

☐ Racial Slur

☐ Harassing Comment/Behavior

Date of Incident: \_\_\_\_\_ Time of Occurrence: \_\_\_\_\_

Location: \_\_\_\_\_

Name of Alleged Perpetrator: \_\_\_\_\_

Description of Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### FOR SCHOOL USE ONLY

Person Taking Report: \_\_\_\_\_

Case Carrier (if applicable): \_\_\_\_\_

Date Report Received: \_\_\_\_\_

Date Investigation Completed: \_\_\_\_\_

Findings: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### INTERVENTIONS WITH PERPETRATOR:

#### DATE:

#### INTERVENTIONS WITH VICTIM:

☐ Disciplinary Conference

\_\_\_\_\_

☐ Administrative Conference

☐ Referral for Counseling

\_\_\_\_\_

☐ School Counseling

☐ Behavior Contract

\_\_\_\_\_

☐ Parent Conference

☐ Class/Schedule Change

\_\_\_\_\_

☐ Outside Counseling Referral

☐ Detention Assigned

\_\_\_\_\_

☐ Suspension

\_\_\_\_\_

☐ Recommend Alternative School Placement

\_\_\_\_\_

☐ Recommend Expulsion

\_\_\_\_\_



# ALVORD UNIFIED SCHOOL DISTRICT

## BOMB THREAT CHECKLIST

### Information on call

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Duration of call: \_\_\_\_\_

Phone number called: \_\_\_\_\_ Name of person called: \_\_\_\_\_

### Questions for caller

When will the bomb explode? \_\_\_\_\_ What kind of bomb is it? \_\_\_\_\_

Where is the bomb located? \_\_\_\_\_ What does the bomb look like? \_\_\_\_\_

Did you place the bomb? \_\_\_\_\_ Why? \_\_\_\_\_

Where are you calling from? \_\_\_\_\_

What will cause the bomb to explode? \_\_\_\_\_

What is your name? \_\_\_\_\_

Exact wording of the threat? \_\_\_\_\_

### Information on caller

☐ Male ☐ Female ☐ Unknown Estimated age of caller: \_\_\_\_\_

Familiar Voice? \_\_\_\_\_ If yes, who? \_\_\_\_\_

### Description of caller (Check all that apply)

Voice	Speech	Language	Behavior	Background Noises	
<input type="checkbox"/> Clear	<input type="checkbox"/> Accented	<input type="checkbox"/> Educated	<input type="checkbox"/> Agitated	<input type="checkbox"/> Airport	<input type="checkbox"/> Tavern/Bar
<input type="checkbox"/> Distorted	<input type="checkbox"/> Deliberate	<input type="checkbox"/> Foreign	<input type="checkbox"/> Angry	<input type="checkbox"/> Animals	<input type="checkbox"/> Television
<input type="checkbox"/> Hoarse	<input type="checkbox"/> Distinct	<input type="checkbox"/> Foul	<input type="checkbox"/> Blaming	<input type="checkbox"/> Baby	<input type="checkbox"/> Traffic
<input type="checkbox"/> Loud	<input type="checkbox"/> Fast	<input type="checkbox"/> Intelligent	<input type="checkbox"/> Calm	<input type="checkbox"/> Birds	<input type="checkbox"/> Train
<input type="checkbox"/> Muffled	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Irrational	<input type="checkbox"/> Clearing Throat	<input type="checkbox"/> General	<input type="checkbox"/> Typing
<input type="checkbox"/> Nasal	<input type="checkbox"/> Lisped	<input type="checkbox"/> Rational	<input type="checkbox"/> Crying	<input type="checkbox"/> Guns	<input type="checkbox"/> Water
<input type="checkbox"/> Pitch - High	<input type="checkbox"/> Slowed	<input type="checkbox"/> Slang	<input type="checkbox"/> Fearful	<input type="checkbox"/> Gymnasium	<input type="checkbox"/> Wind
<input type="checkbox"/> Pitch - Mid	<input type="checkbox"/> Slurred	<input type="checkbox"/> Uneducated	<input type="checkbox"/> Intoxicating	<input type="checkbox"/> Machinery	<input type="checkbox"/> Other
<input type="checkbox"/> Pitch - Low	<input type="checkbox"/> Stuttered	<input type="checkbox"/> Unintelligible	<input type="checkbox"/> Laughing	<input type="checkbox"/> Music	
<input type="checkbox"/> Pleasant	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Nervous	<input type="checkbox"/> Party	
<input type="checkbox"/> Raspy			<input type="checkbox"/> Self-Righteous	<input type="checkbox"/> PA System	
<input type="checkbox"/> Smooth			<input type="checkbox"/> Other	<input type="checkbox"/> Quiet	
<input type="checkbox"/> Soft				<input type="checkbox"/> Restaurant	
<input type="checkbox"/> Squeaky				<input type="checkbox"/> Static	
<input type="checkbox"/> Unclear				<input type="checkbox"/> Street Noise	
<input type="checkbox"/> Other				<input type="checkbox"/> Talking	

**NOTIFY YOUR ADMINISTRATOR IMMEDIATELY!**



# ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92879 | P: (951) 509-5000 | F: (951) 509-6070

## Mass Casualties Form

#	Triage Tag No.	Priority R/Y/G/B	Patient's Primary Injuries	Unit Transporting Pt. To ED/Hospital	Time Left Scene	Patients Destination
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						



# ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92879 | P: (951) 509-5000 | F: (951) 509-6070

## Classroom Need to Know Information



Classroom Teacher's Name and Room # \_\_\_\_\_



Office Phone # \_\_\_\_\_



Buddy Teacher's Name and Room # \_\_\_\_\_



Remember to lock the door

Please make sure your students know:

- What is the "Need to Know" information sheet
- Where the "Need to Know" information sheet is located in the classroom
- What to do in an emergency if the teacher is injured
- How to lock and/or engage the door locks on the classroom door



# ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92879 | P: (951) 509-5000 | F: (951) 509-6070

## Emergency Drill Report

2020 - 2021

School Site \_\_\_\_\_

Date of Drill \_\_\_\_\_

*Check all that apply:*

☐ **Fire**

**Elementary Schools:** Monthly

**Middle Schools:** Monthly per Riverside Fire Code

**High Schools:** Two Times per School Year  
(Ed. Code §32001)

☐ **Earthquake** (Drop and Cover)

**Elementary Schools:** Quarterly

**Middle Schools:** Once per semester

**High Schools:** Once per semester  
(Ed. Code §35297; California Fire Code §408.3.1)

Rooms Cleared in \_\_\_\_\_ Minutes

☐ **Lockdown**

**All Schools:** Minimum of one per year  
(SB 634)

Campus Locked Down in \_\_\_\_\_ Minutes

*The following conditions were noted during the drill:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Principal/Designee

***This report is due to Student Services, ATTN: Julie Bostrom  
after the completion of any drill. Please keep a copy for your records***



@AlvordUnified | alvordschools.org

Revised 07/23/2020

**COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT**

Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, or in the case of an applicant, notify the District's Assistant Superintendent of Human Resources Development who serves as Coordinator for Nondiscrimination in Employment.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

*(cf. 0410 – Nondiscrimination in District Programs and Activities)*

*(cf. 4030 – Nondiscrimination in Employment)*

*(cf. 4032 – Reasonable Accommodation)*

*(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)*

The following procedures shall be used when a district employee or job applicant has a complaint alleging that a specific action, policy, procedure or practice discriminates against him/her on any basis specified in the district's nondiscrimination policies.

1. The complaint should be initiated promptly after a complainant knew, or should have known, of the alleged discrimination.
2. All parties involved in allegations of discrimination shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. The parties also shall be notified of their right to appeal the decision to the next level.
3. When a complaint is brought against the individual responsible for the complaint process at any level, the complainant may address the complaint directly to the next appropriate level.
4. Meetings related to a complaint shall be held at times the district determines appropriate to the circumstances.
5. For the protection of all the parties involved, complaint proceedings shall be kept confidential insofar as appropriate.
6. All documents, communications and records dealing with the investigation of the complaint shall be placed in a confidential district personnel complaint file and not in the employee's individual personnel file.
7. Time limits specified in these procedures may be revised only by written agreement of all parties involved. If the district fails to respond within a specified or adjusted time limit, a complainant may proceed to the next level. If a complainant fails to take

**COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT (continued)**

the complaint to the next step within the prescribed time, the complaint shall be considered settled at the preceding step. The Board expects that complaints shall be handled in an expedient manner.

**Level I**

The complainant shall first meet informally with his/her supervisor or the administrator of the school or department where the alleged discriminatory act occurred. A complaint regarding discrimination away from the school site or department should be discussed informally with the complainant's supervisor. If the complainant's concerns are not clear or cannot be resolved through informal discussion, the supervisor or other administrator shall prepare, within 10 working days, a written summary of his/her meeting(s) with the complainant. This report shall be made available to the nondiscrimination coordinator (coordinator) designated by the Board of Education in BP 4030 – Nondiscrimination in Employment.

**Level II**

If a complaint cannot be resolved to the satisfaction of the complainant at Level I, he/she may submit a formal written complaint to the coordinator within 10 working days of his/her attempt to resolve the complaint informally. The written complaint shall include the following:

1. The complainant's name, address and telephone number
2. The name and work location of the district staff member who committed the alleged violation
3. A description of the alleged discriminatory act(s) or omission(s)
4. The discriminatory basis alleged
5. A specific description of the time, place, nature, participants in and witnesses to the alleged violation
6. Other pertinent information which may assist in investigating and resolving the complaint
7. The complainant's signature or that of his/her representative

The coordinator shall assign a staff member to assist the complainant with this writing if such help is needed. The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment regardless of whether a written complaint has been filed or whether the written complaint is complete. The coordinator shall respond to the complaint in writing within 10 working days.

**COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT (continued)**

The Coordinator shall meet with the complainant to describe the District's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation. The coordinator shall conduct any investigation necessary to respond to the complaint, including discussion with the complainant, person(s) involved, appropriate staff members and students, and review of the Level I report and all other relevant documents. If a response from third parties is necessary, the coordinator may designate up to 10 additional working days for investigation of the complaint.

*(cf. 3580 – District Records)*

*(cf. 4112.6/4212.6/4312.6 – Personnel Files)*

*(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)*

If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information. When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, District legal counsel, or the District's risk manager. The Coordinator shall also determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

**Written Report on Findings and Corrective Action:** No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

**Level III**

If the complaint cannot be resolved at Level II, either party may present the complaint to the Superintendent or designee within 10 working days. The Superintendent or designee shall review the Level II investigation file, including the written complaint and all responses from district staff. The Superintendent or designee shall respond to the complaint in writing within 10 working days.



## **COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT (continued)**

If the Superintendent or designee finds it necessary to conduct further investigation, he/she may designate up to 10 additional working days for such investigation and shall respond to the complaint in writing within 10 working days of completing the investigation.

### **Level IV**

If the matter is not resolved at Level III, either party may file a written appeal to the Board within 10 working days after receiving the Level III response. The Superintendent or designee shall provide the Board with all information presented at previous levels.

The Board shall grant the hearing request for the next regular Board meeting for which the matter can be placed on the agenda. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

*(cf. 1312.1 – Complaints Concerning District Employees)*  
*(cf. 9321 – Closed Session Purposes and Agendas)*

The Board may appoint a hearing panel to review the complaint and previous decisions and make recommendations to the Board. The panel shall hear the appeal and render its decision within 10 working days.

### **Other Remedies**

In addition to filing a discrimination or harassment complaint with the district, a person may also 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, 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, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, 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)

Complainants may appeal the Board's action to the California Department of Education. The Superintendent or designee shall ensure that complainants are informed that injunctions, restraining orders and other civil law remedies may also be available to them. This information shall be published with the district's nondiscrimination complaint procedures and included in any related notices. (Education Code 262.3)

**COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT (continued)**

*Legal References:*

EDUCATION CODE

200-262.4 Prohibition of discrimination

GOVERNMENT CODE

12920-12921 Nondiscrimination

12940-12948 Discrimination prohibited; unlawful practices, generally

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2001e-17 Title VII, Civil Rights Act of 1964

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2001h-2-2001h-6 Title IX of the Civil Rights Act of 1964

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

106.8 Designation of responsible employee for Title IX

*Management Resources:*

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

EEOC: <http://www.eeoc.gov>

## **Students**

**BP 5144 (a)**

### **DISCIPLINE**

The Board of Education desires to provide a safe, supportive, and positive school environment conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

*(cf. 5113.1 – Chronic Absence and Truancy)*  
*(cf. 5131 – Conduct)*  
*(cf. 5131.1 – Bus Conduct)*  
*(cf. 5131.10 – Bullying)*  
*(cf. 5137 – Positive School Climate)*  
*(cf. 5145.9 Hate-Motivated Behavior)*  
*(cf. 6020 – Parent Involvement)*

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

*(cf. 5138 – Conflict Resolution/Peer Mediation)*  
*(cf. 6164.2 – Guidance/Counseling Services)*

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension and expulsion, shall be imposed only when required or permitted by law and when other means of correction have been documented to have failed. (Education Code 48900.5)

*(cf. 5020 – Parent Rights and Responsibilities)*  
*(cf. 5144.1 – Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 6159.4 – Behavioral Interventions for Special Education Students)*  
*(cf. 6164.5 – Student Success Teams)*

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial of a school meal. (Education Code 49557.5)

*(cf. 3550 – Food Service/Child Nutrition Program)*  
*(cf. 3551 – Food Service Operations/Cafeteria Fund)*  
*(cf. 3553 – Free and Reduced Price Meals)*

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**DISCIPLINE (continued)**

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

*(cf. 5131.41 – Use of Seclusion and Restraint)*

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

*(cf. 0450 – Comprehensive Safety Plan)*

*(cf. 9320 - Meetings and Notices)*

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently and in accordance with the district's nondiscrimination policies.

*(cf. 0410 – Nondiscrimination in District Programs and Activities)*

*(cf. 0415 – Equity)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 51457 – Sexual Harassment)*

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

*(cf. 4131/4321/4331 – Staff Development)*

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 3100 - Budget)*

**DISCIPLINE (continued)**

At the beginning of every school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning in the school.

**Legal References:****EDUCATION CODE**

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49005-49006.4 Seclusion and restraint

49330-49335 Injurious objects

49550-49564.5 Meals for needy students

52060-52077 Local Control an accountability plan

**CIVIL CODE**

1714.1 Parental liability for child's misconduct

**CODE OF REGULATIONS, TITLE 5**

307 Participation in school activities until departure of bus

353 Detention after school

**UNITED STATES CODE, TITLE 20**

1400-1482 Individuals with Disabilities Education Act

**UNITED STATES CODE, TITLE 29**

794 Section 504 of the Rehabilitation Act of 1973

**UNITED STATES CODE, TITLE 42**

1751-1769j School Lunch Program

1773 School Breakfast Program

**Management Resources:****CSBA PUBLICATIONS***Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015**The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014**Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014**Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009***CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES***Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000***U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS***Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014***WEB SITES**CSBA: <http://www.csba.org> CDE:<http://www.cde.ca.gov>Public Counsel: <http://www.fixschooldiscipline.org>U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy amended: June 25, 2020

Policy amended: October 16, 2014

**ALVORD UNIFIED SCHOOL DISTRICT**  
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**DISCIPLINE (continued)**

**Policy amended: May 16, 2013**

**Policy amended: September 1, 2011**

**Policy amended: August 11, 2005**

**Policy adopted: June 7, 2001**

## **Students**

**AR 5144 (a)**

### **DISCIPLINE**

#### **Site-Level Rules**

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

*(cf. 3515.3 – District Police/Security Department)*

5. For middle and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 0460 - Local Control and Accountability Plan)*

School rules shall be communicated to students clearly and in an age-appropriate manner.

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

#### **Disciplinary Strategies**

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians

*(cf. 5020 – Parent Rights and Responsibilities)*

*(cf. 6020 – Parent Involvement)*

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

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**DISCIPLINE (continued)**

*(cf. 5138 – Conflict Resolution/Peer Mediation)*

*(cf. 6164.2 – Guidance/Counseling Services)*

3. Convening of a study team, guidance team, resource panel, or other intervention- related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

*(cf. 6164.5 - Student Success Teams)*

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.6 - Identification and Education under Section 504)*

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 that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

*(cf. 5148.2 - Before/After School Programs)*

11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

*(cf. 6145 – Extracurricular/Co-curricular Activities)*



**DISCIPLINE (continued)**

**15. Reassignment to an alternative educational environment**

*(cf. 6158 – Independent Study)*  
*(cf. 6181 – Alternative Schools/Programs of Choice)*  
*(cf. 6184 – Continuation Education)*  
*(cf. 6185 – Community Day School)*

**16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation**

*(cf. 5144.1 – Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 – Suspension and Expulsion/Due Process [Students with Disabilities])*

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

*(cf. 5125 – Student Records)*

**Recess Restriction**

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be 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 restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

*(cf. 5030 – Student Wellness)*  
*(cf. 6142.7 – Physical Education and Activity)*

**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 307, 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.

**DISCIPLINE (continued)**

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

*(cf. 6176 – Weekend/Saturday Classes)*

**Community Service**

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, require a student to perform community service during non-school hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

**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. (Education Code 35291, 48980)

*(cf. 5145.6 – Parental Notifications)*

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.

Regulation amended: June 25, 2020  
Regulation amended: October 16, 2014  
Regulation amended: May 16, 2013  
Regulation amended: September 1, 2011  
Regulation amended: August 11, 2005  
Regulation approved: June 7, 2001

## **Students**

**BP 5141.52 (a)**

### **SUICIDE PREVENTION**

The Board of Education recognizes that 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. In an effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for suicide prevention and intervention, the Superintendent or designee shall consult with school and community stakeholders such as administrators, other staff, parents/guardians, and students; school-employed mental health professionals such as school counselors, school psychologists, school social workers, and school nurses; suicide prevention experts such as local health agencies, mental health professionals, and community organizations; law enforcement; and, in developing policy for grades K-6, the county mental health plan (Education Code 215)

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

The Board shall ensure that measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students. (Education Code 215)

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other District employees who interact with students, as described in the accompanying administrative regulation

*(cf. 4131/4231/4331 - Staff Development)*

2. 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 signs of suicidal intent in others

*(cf. 6142.8 - Comprehensive Health Education)*

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

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**SUICIDE PREVENTION (continued)**

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the suicide problem among youth the District's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan. (Education Code 215)

*(cf. 5141.6 - School Health Services)*

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or treat mental illness unless they are specifically licensed and employed to do so. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

The Superintendent or designee shall post this policy on the district's web site, in a prominent location and in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

**Legal Reference:**

**EDUCATION CODE**

*215 Student suicide prevention policies*

*215.5 Suicide prevention hotline contact information on student identification cards*

*216 Suicide prevention online training programs*

*234.6 Posting suicide prevention policy on website*

*32280-32289 Comprehensive safety plan*

*49060-49079 Student records*

*49602 Confidentiality of student information*

**SUICIDE PREVENTION (continued)**

*49604 Suicide prevention training for school counselors*

**GOVERNMENT CODE**

*810-996.6 Government Claims Act*

**PENAL CODE**

*11164-11174.3 Child Abuse and Neglect Reporting Act*

**WELFARE AND INSTITUTIONS CODE**

*5698 Emotionally disturbed youth; legislative intent*

*5850-5883 Mental Health Services Act*

**COURT DECISIONS**

*Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554*

**Management Resources:**

**CDE PUBLICATIONS**

*Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008*

*Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019*

**CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS**

*School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009*

**NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS**

*Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015*

**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS**

*National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012*

*Preventing Suicide: A Toolkit for High Schools, 2012*

**WEB SITES**

*American Association of Sociology: <http://www.suicideology.org> American*

*Foundation for Suicide Prevention: <http://afsp.org> American*

*Psychological Association: <http://www.apa.org> American School*

*Counselor Association: <http://www.apa.org>*

*California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>*

*California Department of Health Care Services, Mental Health Services: <http://www.dhcs.ca.gov/services/MH>*

*Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>*

*National Association of School Psychologists: <http://www.nasponline.org>*

*National Institute for Mental Health: <http://www.nimh.nih.gov>*

*Suicide Prevention Resource Center: <http://www.sprc.org/about-suicide>*

*Suicide Prevention Lifeline: <http://suicidepreventionlifeline.org>*

*U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov>*

Policy amended: June 25, 2020

Policy amended: June 14, 2018

Policy amended: October 16, 2014

Policy adopted: March 19, 2009

## **Students**

**AR 5141.52 (a)**

### **SUICIDE PREVENTION**

#### **Staff Development**

Suicide prevention training shall be provided to teachers, counselors, and other District employees who interact with students. The training shall be offered under the direction of a District counselor/psychologist and/or in cooperation with one or more community mental health agencies.

*(cf. 4131/4231/4331 – Staff Development)*

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are impacted by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

*(cf. 5131.6 – Alcohol and Other Drugs)*

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resource and services, including resources and services that meet the specific needs of high-risk groups

*(cf. 5141.6 – School Health Services)*

*(cf. 6164.2 – Guidance/Counseling Services)*

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**SUICIDE PREVENTION (continued)**

7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed
8. District procedures for responding after a suicide has occurred

**Instruction**

The District's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an appropriate manner designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5141.6 - School Health Services)*

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6164.2 - Guidance/Counseling Services)*

**Student Identification Cards**

Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

**Intervention**

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

**SUICIDE PREVENTION (continued)**

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parent/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

*(cf. 5141 – Health Care and Emergencies)*

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

*(cf. 5138 – Conflict Resolution/Peer Mediation)*

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services in necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

*(cf. 0450 – Comprehensive Safety Plan)*

*(cf. 5141 – Health Care and Emergencies)*

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

*(cf. 5125 – Student Records)*

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not



**SUICIDE PREVENTION (continued)**

access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

*(cf. 5141.4 – Child Abuse Prevention and Reporting)*

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

**Postvention**

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parent/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The District's response shall not sensationalize suicide and shall focus on the District's postvention plan and available resources.

*(cf. 1112 – Media Relations)*

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation amended: June 25, 2020  
Regulations amended: June 14, 2018  
Regulation amended: October 16, 2014  
Regulation approved: June 7, 2001

**SEARCH AND SEIZURE**

The Board of Education is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3515 - Campus Security)*  
*(cf. 3515.3 - District Police/Security Department)*  
*(cf. 5131 - Conduct)*  
*(cf. 5131.7 - Weapons and Dangerous Instruments)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

*(cf. 4131/4231/4331 - Staff Development)*

**Individual Searches**

School officials may search individual students and their property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her property, or district property under his/her control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

## **SEARCH AND SEIZURE (continued)**

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

When possible, staff shall use a metal detector when searching an individual for weapons.

The district shall notify the parent/guardian of a student subjected to an individualized search as soon after the search as possible.

*(cf. 5145.11 – Questioning and Apprehension)*

### **Student Lockers**

Because lockers are under the joint control of the student and the district, school officials shall have the right and ability to open and inspect any school locker without student permission when they have reasonable suspicion that the search will disclose evidence of illegal possessions or activity or when odors, smoke, fire and/or other threats to student health, welfare or safety emanate from the locker.

For health and safety reasons, a general inspection of school properties such as lockers and desks may be conducted on a regular, announced basis, with students standing by their lockers or desks. Any items contained in a locker shall be considered to be the property of the student to whom the locker was assigned. Notice of this policy shall be given to all students when lockers are assigned.

### **Random Use of Metal Detectors**

The Board finds that the growing presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which our students and staff are entitled. The Board also finds that random metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall establish procedures which ensure that metal detector searches are conducted in a random fashion which excludes individual discretion as to who will be searched.

*(cf. 0450 – Comprehensive Safety Plan)*

*(cf. 5131.7 – Weapons and Dangerous Instruments)*

*(cf. 5144.1 – Suspension and Expulsion/Due Process)*

### **Use of Contraband Detection Dogs**

In an effort to keep the schools free of drugs, the district may use specially trained nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or district policy.

## SEARCH AND SEIZURE (continued)

The dogs may sniff the air around lockers, desks, bags, items or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of any students or other persons and may not sniff any personal items on those persons without their consent.

The above inspections shall be unannounced and may be made at the discretion of the Superintendent or designee.

Students and parents/guardians shall be informed of this policy at the beginning of each school year.

### *Legal References:*

#### EDUCATION CODE

32280-32289 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

49050-49051 Searches by school employees

49330-49334 Injurious objects

#### PENAL CODE

626.9 Firearms

626.10 Dirks, daggers, knives or razor; brining into or possession of upon or within public school ground; exception

#### CALIFORNIA CONSTITUTION

Article I, Section 28(c) Right to Safe Schools

#### COURT DECISIONS

*Redding v. Safford Unified School District*, (9<sup>th</sup> Cir. 2008) 531 F. 3d 1071

*B. C. v. Plumas*, (9<sup>th</sup> Cir. 1999) 192 F. 3d 1260

*Jennings v. Joshua Independent School District*, (5<sup>th</sup> Cir. 1989) 877 F. 2d 313

*O'Connor v. Ortega*, (1987) 107 S. Ct. 1492

*New Jersey v. T.L.O.*, (1985) 469 U.S. 325

*Horton V. Goose Creek Independent School District*, (5<sup>th</sup> Cir. 1982) 690 F. 2d 470

*Zamora v. Pomeroy*, (10<sup>th</sup> Cir. 1981) 639 F. 2d 662

#### ATTORNEY GENERAL OPINIONS

75 *Ops. Cal. Atty. Gen.* 155 (1992)

### *Management Resources:*

#### NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

*The Appropriate and Effective Use of Security Technologies in U.S. Schools:*

*A Guide for Schools and Law Enforcement Agencies*, 1999

#### WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://caag.state.ca.us>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>

**SEARCH AND SEIZURE**

**Individual Searches**

Searches shall be made in the presence of at least two district employees.

Employees shall not conduct strip searches or body cavity searches. (Education Code 49050)

**Random Use of Metal Detectors**

The use of metal detectors in searches is intended to minimize the intrusion of privacy, deter the presence of weapons and thereby reduce violence and serious injury in schools. The search procedure may include particular individuals involved in a specific incident, all individuals entering a school or a random sampling of individuals entering the school during the regular school day or a school-related activity outside of the regular school day. The procedure is not to be used to focus on particular individuals (without reasonable suspicion) nor is the procedure to be used in situations or activities outside of the authority of the school principal without the authorization of the superintendent or is/her designee.

The following guidelines govern the use of metal detectors in searches:

1. **Intrusion of Privacy.** Every effort must be made to minimize the intrusion of privacy from metal detector scans. The metal detector is used only to determine whether a further physical search is necessary. Students or individuals who do not activate the metal detector would not be the subject to any further search without reasonable cause.
2. **Prior Notice.** The school principal shall provide each student and his or her parents or guardians with advance written notice that metal detector searches will take place under specified circumstances at school or school-related activities. Such circumstances could include:
  - a. Upon arrival to the school campus.
  - b. Upon entrance into a special event or athletic contest.
  - c. Upon reasonable suspicion that a student or individual is in possession of a weapon or other dangerous device.
3. **Minimize Intrusion.** In addition to prior notice, other steps will be employed with the goal of minimizing the intrusion into privacy during each phase of a search. Such steps shall include:
  - a. Asking students/individuals to empty their pockets and belongings of all metal objects prior to scanning.
  - b. Conducting a second scanning after a metal detector activation occurs.
  - c. If the activation is not eliminated or explained, it may be necessary to expand the scope of search through a "physical frisk." (See "Procedures for Physical/Possession search").

**SEARCH AND SEIZURE (continued)**

- d. Students or individual will be escorted to a private area (i.e. office or empty classroom) for any physical frisk and shall be conducted by a staff member of the same gender as the student in the presence of another district employee.
  - e. The search shall be limited to the detection of the cause of the activation.
4. Random Application of Established Procedures. A random search of students or entrants to the school or activities may be conducted as long as arbitrary discretion is not employed in selecting which specific persons shall be searched. The administrator/principal may select a number or pattern for the searches (for example, fourth person entering the school or school-related activity would be subjected to the metal detector scanning). Variations from the established pattern are required to be logged.
5. Search Procedures. The purpose of the metal detector scan is to prevent weapons and other dangerous devices from entering the school or location where a school-related activity is being held. At all times, the degree and nature of the search are not to go beyond what is necessary to allow staff to discharge its responsibility.
- a. The principal/designee must be present to observe the scanning of students of other individuals. Where there is more than one scanning site, designees shall be assigned at the direction of the principal to ensure proper coordination of the scan procedure and follow-up activities assigned at the direction of the principal to ensure proper coordination of the scan procedure and follow-up activities.
  - b. Only trained school personnel shall be allowed to conduct a metal detector scan.
  - c. All individuals entering the building, campus or designated area (i.e., football field) may be scanned; however, when necessary, the principal may elect not to scan every person. In such cases, the principal will determine the proportion of persons to be scanned on a random basis.
  - d. Under no circumstances may school officials select a particular individual(s) to be scanned unless there is reasonable suspicion to believe that the individual(s) is in possession of a weapon or dangerous device.
  - e. All changes to the scan ratio and exceptions to be established ratio must be logged by the principal/designee. The log entry must indicate the person authorizing the change or exception and the time and reason for the change.
  - f. Efforts shall be made during the scanning process to avoid having the scanning equipment come into contact with the individual being scanned.
  - g. The school personnel conducting the scan will greet the individual to be scanned, explain the process and give directions when necessary.

**SEARCH AND SEIZURE (continued)**

- h. The school personnel will request individuals prior to scanning to remove metal objects from their pockets and lay these items on a table or tray.
  - i. Individuals refusing to cooperate with school personnel conducting a scan shall be referred to the principal/designee, who will explain the purpose of the scanning program and ask the individual's cooperation. The individual shall be asked to participate in an alternative search (i.e., emptying of pockets, visual search of purses or book bags, or "physical frisk"). The principal/designee may instruct a parent/guardian of the individual (if a minor) to explain the scanning program and seek their cooperation. Under no circumstances should a student or individual who refuses to cooperate be denied admission or sent home from an activity governed by course requirements or mandatory attendance laws in the absence of any other violation of school policies or regulations.
  - j. If a pregnant individual or an individual for whom scanning is medically inadvisable does not wish to be scanned with the metal detector, he/she shall be referred to the principal/designee for appropriate action as above (i).
6. Responses to Activation of the Metal Detector
- a. Purse or bag – If the scanner is activated while scanning a bag, purse or parcel, its owner will be requested to open the bag, purse or parcel. The school personnel conducting the scan shall examine the contents for weapons or other dangerous devices.
  - b. If the metal detector activates on a person and the source of the alarm is not apparent (e.g., jewelry or belt buckle), the school personnel conducting the scan will direct the individual to remove any remaining metal object from his/her person and will conduct a second scan. If the detector activates again, the principal/designee shall direct the individual to a separate and private area to conduct an expanded search.
  - c. The expanded search shall be conducted only in the area of the body which activated the metal detector. The search shall commence with the "patting" of the individual's external clothing where a weapon or dangerous device can be reasonably concealed (pockets, belts, under arms, etc.).
  - d. If the school personnel conducting the search feels an object which may have activated the metal detecting device, that person shall ask the individual to remove the object. If the individual refuses to remove the object, the school personnel is authorized to remove the object.
  - e. If the object voluntarily provided by the individual or removed from the individual could have activated the metal detector, the school personnel must cease performing the search. The school personnel will then scan the individual again and the search will be continued only if the metal detector again is activated during the scan of that individual.

**SEARCH AND SEIZURE (continued)**

- f. All property removed from an individual which is not prohibited by law, California Education Codes, Governing Board policy or school rules and regulations shall be returned to the individual upon completion of the search.
- 7. Expanded Search. An expanded search may be required upon unexplained activation of the metal detector and shall be conducted in accordance with "Procedures for Physical/Possession Search." If, during a "physical frisk," unexplained objects or bulges are found which would not cause the average, reasonable, trained person to believe it was a weapon, there is no reason to inquire into such items unless there is a coincidental reason, which, combined with the presence of the object, amounts to proper cause (reasonable suspicion) to justify such additional search.
- 8. Discovery of Prohibited Items (Weapons, Dangerous Devices, Drugs, etc.)
  - a. When an individual is found to be in possession of prohibited item(s), the principal/designee shall immediately follow appropriate Governing Board policies and regulations. The custody of prohibited item(s) shall be transferred to the local law enforcement official.
  - b. In cases where the local law enforcement take no action because the suspected items are rules not to be illegal and item(s) is only prohibited by Governing Board or school policies/regulations, the principal/designee shall confiscate the item(s) and return it/them to the individual after the school day or event or return them to the individual's parent/guardian.

**Use of Contraband Detection Dogs**

Contraband detection dogs shall not be used in rooms occupied by persons except for demonstration purposes, with the handler present. When used for demonstration purposes, the dog may not sniff the person of any individual and shall be well-separated from the students.

Only the dog's official handler will determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place or responsibility for it shall be called to witness the search. If the dog alerts on a locked vehicle, the student who brought it onto district property shall be asked to unlock it for inspection.

*(cf. 5131.6 – Alcohol and Other Drugs)*

*(cf. 5144.1 – Suspension and Expulsion/Due Process)*

**Notifications**

At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:



**SEARCH AND SEIZURE (continued)**

1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks
2. The district's contraband dog detection program
3. The use of metal detector scans

In addition, the Superintendent or designee shall ensure that signs are posted at all schools at which metal detectors are to be used to explain that anyone may be scanned by metal detector for guns, knives, or other illegal weapons when on campus or attending athletic or extracurricular events.

**UNIFORM COMPLAINT PROCEDURES**

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

**Complaints Subject to UCP**

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 6400.  
  
(cf. 3553 - Free and Reduced Price Meals)  
(cf. 3555 - Nutrition Program Compliance)  
(cf. 5148 - Child Care and Development)  
(cf. 5148.2 - Before/After School Programs)  
(cf. 5148.3 - Preschool/Early Childhood Education)  
(cf. 6159 - Individualized Education Program)  
(cf. 6171 - Title I Programs)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6175 - Migrant Education Program)  
(cf. 6178 - Career Technical Education)  
(cf. 6178.1 - Work-Based Learning)  
(cf. 6178.2 - Regional Occupational Center/Program)  
(cf. 6200 - Adult Education)
2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other

## **UNIFORM COMPLAINT PROCEDURES (continued)**

**BP 1312.3 (b)**

characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5145.7 - Sexual Harassment)*

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code 222)

*(cf. 5146 - Married/Pregnant/Parenting Students)*

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

*(cf. 3260 - Fees and Charges)*  
*(cf. 3320 - Claims and Actions Against the District)*

6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)

*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 3100 - Budget)*

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001)

*(cf. 0420 - School Plans/Site Councils)*

8. Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the

**ALVORD UNIFIED SCHOOL DISTRICT**  
Riverside, California

## **UNIFORM COMPLAINT PROCEDURES (continued)**

**BP 1312.3 (c)**

student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

*(cf. 6173.1 - Education for Foster Youth)*

9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.2 - Education of Children of Military Families)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)
11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

*(cf. 6152 - Class Assignment)*

12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement (Education Code 51210, 51222, 51223)

*(cf. 6142.7 - Physical Education and Activity)*

13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code

**ALVORD UNIFIED SCHOOL DISTRICT**  
Riverside, California

**UNIFORM COMPLAINT PROCEDURES (continued)**

1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)

14. Any complaint alleging retaliation against a complainant or other participant in the complain process or anyone who has acted to uncover or report a violation subject to this policy.
15. Any other complaint as specified in district policy.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint, if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*  
*(cf. 5125 - Student Records)*  
*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

*(cf. 4131/4231/4331 - Staff Development)*

The Superintendent or designee shall maintain a records of each complaints and subsequent related actions, including steps taken during the investigations and all information required for compliance with 5 CCR 4631 and 4633.

*(cf. 3580 - District Records)*

**UNIFORM COMPLAINT PROCEDURES (continued)****Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division, and the appropriate law enforcement agency.

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030-Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

**Legal Reference:****EDUCATION CODE**

200-262.4 Prohibition of discrimination  
 8200-8498 Child care and development programs  
 8500-8538 Adult basic education  
 18100-18203 School libraries  
 32280-32289 School safety plan, uniform complaint procedures  
 35186 Williams uniform complaint procedure  
 46015 Parental leave for students  
 48853-48853.5 Foster Youth  
 48985 Notices in language other than English  
 49010-49014 Student fees  
 49060-49079 Student records, especially;  
 49069.5 Records of foster youth  
 49490-49590 Child nutrition programs  
 49701 Interstate Compact on Educational Opportunity for Military Children

**UNIFORM COMPLAINT PROCEDURES (continued)**

- 51210 Courses of study grades 1-6  
 51223 Physical education, elementary schools  
 51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and new arrived immigrant students; course credits; graduation requirements  
 51226-51226.1 Career technical education  
 51228.1-51228.3 Course periods without educational content  
 52060-52077 Local control and accountability plan, especially;  
 52075 Complaint for lack of compliance with local control and accountability plan requirements  
 52300-52462 Career technical education  
 52500-52616.24 Adult schools  
 54000-54029 Economic Impact Aid  
 54400-54425 Compensatory education programs  
 54440-54445 Migrant education  
 54460-54529 Compensatory education programs  
 56000-56865 Special education programs  
 59000-59300 Special schools and centers  
 64000-64001 Consolidated application process; school plan for student achievement  
 65000-65001 School site councils  
**GOVERNMENT CODE**  
 11135 Nondiscrimination in programs or activities funded by state  
 12900-12996 Fair Employment and Housing Act  
**HEALTH AND SAFETY CODE**  
 1596.792 California Child Day Care Act; general provisions and definitions  
 1596.7925 California Child Day Care Act; health and safety regulations  
**PENAL CODE**  
 422.55 Hate crime; definition  
 422.6 Interference with constitutional right or privilege  
**CODE OF REGULATIONS, TITLE 2**  
 11023 Harassment and discrimination prevention and correction  
**CODE OF REGULATIONS, TITLE 5**  
 4600-4670 Uniform complaint procedures  
 4680-4687 Williams uniform complaint procedures  
 4900-4965 Nondiscrimination in elementary and secondary education programs  
**UNITED STATES CODE, TITLE 20**  
 1221 Application of laws  
 1232g Family Educational Rights and Privacy Act  
 1681-1688 Title LX of the Education Amendments of 1972  
 6301-6576 Title I Improving the Academic Achievement of the Disadvantaged  
 6801-7014 Title III language instruction for limited English proficient and immigrant students  
**UNITED STATES CODE, TITLE 29**  
 794 Section 504 of Rehabilitation Act of 1973  
**UNITED STATES CODE, TITLE 42**  
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
 2000h-2-2000h-6 Title LX of the Civil Rights Act of 1964  
 6101-6107 Age Discrimination Act of 1975  
 12101-12213 Title II equal opportunity for individuals with disabilities  
**CODE OF FEDERAL REGULATIONS, TITLE 28**  
 35.107 Nondiscrimination on basis of disability; complaints  
**CODE OF FEDERAL REGULATIONS, TITLE 34**  
 99.1-99.67 Family Educational Rights and Privacy  
 100.3 Prohibition of discrimination on basis of race, color or national origin  
 104.7 Designation of responsible employee for Section 504  
 106.8 Designation of responsible employee for Title LX  
 110.25 Notification of nondiscrimination on the basis of age

## UNIFORM COMPLAINT PROCEDURES (continued)

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Uniform Complaint Procedure 2020-2021 Program Instrument*

*Sample UCP Board Policies and Procedures*

#### U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

*Dear Colleague Letter, September 22, 2017*

*Dear Colleague Letter: Title IX Coordinators, April 2015*

*Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014*

*Dear Colleague Letter: Harassment and Bullying, October 2010*

*Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*

#### U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

*Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002*

#### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <http://www2.ed.gov/policy/gen/guid/fpco>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

Policy amended: June 25, 2020  
Policy amended: April 25, 2019  
Policy amended: March 15, 2018  
Policy amended: January 12, 2017  
Policy amended: November 3, 2016  
Policy amended: August 13, 2015  
Policy amended: June 6, 2013  
Policy amended: March 21, 2013  
Policy amended: August 9, 2012  
Policy amended: June 26, 2008  
Policy amended: February 6, 2003  
Policy adopted: May 3, 2001



## **Community Relations**

**AR 1312.3 (a)**

### **UNIFORM COMPLAINT PROCEDURES**

Except as the Governing Board may otherwise specifically provide in other district policies, these general uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 4030 - Nondiscrimination in Employment)*

### **Compliance Officers**

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3- Nondiscrimination/Harassment as the responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

Assistant Superintendent  
Human Resources  
9 KPC Parkway  
Corona, CA 92879  
(951) 509-5030

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints; to which they are assigned. Training provided to such employees shall include current state and federal laws and regulations governing the program, applicable processes for

**UNIFORM COMPLAINT PROCEDURES (continued)**

investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

*(cf. 4331 - Staff Development)*

*(cf. 9124 - Attorney)*

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, one or more of the interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

**Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the District's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

*(cf. 5145.6 - Parental Notifications)*

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 3260 - Fees and Charges)*

**UNIFORM COMPLAINT PROCEDURES (continued)**

3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred
5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

*(cf. 6175 - Migrant Education Program)*

6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints
7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision
9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable
10. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant

**UNIFORM COMPLAINT PROCEDURES (continued)**

information provided in the district's policy, regulation, forms, and notices concerning the UCP. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

**Filing of Complaint**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, District staff shall assist in the filing of the complaint. (5CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs, specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), may be filed only by a persons who alleges that they have personally suffered unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an

**UNIFORM COMPLAINT PROCEDURES (continued)**

investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

**Mediation**

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

**Investigation of Complaint**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

**UNIFORM COMPLAINT PROCEDURES (continued)**

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the District's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations, in the complaint, failure or refusal to cooperate in the investigations, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

**Timeline for Final Decision**

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

*(cf. 9321 - Closed Session)*

**UNIFORM COMPLAINT PROCEDURES (continued)**

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be informed of any extension of the timeline agreed to by the complainant, shall be sent to the district's final written decision, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

**Final Written Decision**

For all complaints, the district's final written decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
  - a. Statements made by any witnesses
  - b. The relative credibility of the individuals involved
  - c. How the complaining individual reacted to the incident
  - d. Any documentary or other evidence relating to the alleged conduct
  - e. Past instances of similar conduct by any alleged offenders
  - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct

**UNIFORM COMPLAINT PROCEDURES (continued)**

- c. The relationship between the alleged victim(s) and offender(s)
  - d. The number of persons engaged in the conduct and at whom the conduct was directed
  - e. The size of the school, location of the incidents, and context in which they occurred
  - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
  - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
  - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the District's decision to CDE within 15 calendar days and procedures to be followed for initiating such an appeal.
- The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:



**UNIFORM COMPLAINT PROCEDURES (continued)**

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

**Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies, training for faculty, staff, and students, updates to school policies, or school climate surveys.

*(cf. 5137 - Positive School Climate)*

For complaints involving retaliation, unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling  
*(cf. 6164.2 - Guidance/Counseling Services)*
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

**UNIFORM COMPLAINT PROCEDURES (continued)**

For complaints involving retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

*(cf. 6164.5 - Student Success Teams)*

6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

7. Disciplinary action, such as suspension or expulsion, as permitted by law

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the District shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreements.

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and

**UNIFORM COMPLAINT PROCEDURES (continued)**

parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the District shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

**Appeals to the California Department of Education**

Any complainant who is dissatisfied with the district's final written decision on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the District's final written decision, the respondent, in the same manner as the complainant, may file an appeal with the CDE.

Upon notification by the CDE that the district's decision has been appealed, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the District, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's UCP
7. Other relevant information requested by the CDE

**UNIFORM COMPLAINT PROCEDURES (continued)**

Regulation amended: June 25, 2020  
Regulation adopted and amended: January 12, 2017  
Regulation amended: November 3, 2016  
Regulation amended: August 13, 2015  
Regulation amended: June 6, 2013  
Regulation amended: March 21, 2013  
Regulation amended: August 9, 2012  
Regulation amended: June 26, 2008  
Regulation amended: February 6, 2003  
Regulation approved: May 3, 2001

**AB 1747**

# **Comprehensive School Safety Plan**

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## **Norte Vista High School**

6585 Crest Ave., Riverside CA  
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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

According to the data provided, Norte Vista had a total of 74 suspensions and 9 incidents of vandalism totaling \$586.07 for the 2019-2020 school year. In regards to attendance rate, the attendance rate average for 2019-2020 was 94.74%. In 2019-2020, Norte Vista sent a safety survey out to students and 1025 responded. 95 percent of the students surveyed stated that they have not been the victim of repeated bullying, 96 percent stated that they had not been cyberbullied, 80 percent said they felt safe at school, and 93 percent stated that they had not seen a weapon on campus for the previous year. Based on the district data provided in relation to SROs, it is evident that data has remained consistent with calls for service, police reports, arrests, and citations throughout the majority of the school year. There were two spikes in data with major increases in incidents and arrests in the months of September 2019, and February 2020. Both spikes took place approximately one month after students returned from the breaks and started new semesters. The data number dropped significantly in the month of March 2020 to the end of the school year, mostly due to COVID - 19 lockdowns and implementation of distance learning.



## 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.

## **DRESS CODE**

The following Standard of Dress for Norte Vista High School has been developed with input from staff and parents. The purpose of the Dress Code 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 groups and other inappropriate behaviors will not be allowed on campus or during any Norte Vista High School activity.

Modesty should be maintained by both genders at all times. In order to assist with the achievement of the goals for student success, the following is the suggested appropriate attire for Norte Vista High School: All dress and grooming rules will be in accordance with Administrative Regulation 5132(a). AR Dress/Grooming.

### **SUGGESTED ATTIRE FOR GIRLS:**

A plain shirt, blouse, sweater with a collar and sleeves. The garment must cover the midriff when arms are raised and must have an appropriate neckline.

A skirt, pair of pants or shorts of sufficient length to maintain modesty for sitting and bending.

Shoes with an enclosed toe and heel. Roller skate shoes are not permitted.

### **SUGGESTED ATTIRE FOR BOYS:**

A plain shirt or sweater with a collar and sleeves of appropriate size. Excessively baggy shirts are not appropriate.

A pair of pants or shorts of appropriate waist size worn at the waist.

Shoes with an enclosed toe and heel. Roller skate shoes are not permitted.

### **REQUIREMENTS FOR ALL STUDENTS:**

Students are expected to be neat and clean. Modesty must be maintained at all times.

Clothing, jewelry, and personal items (backpacks, notebooks, gym bags, 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.

Tank tops, aerobic style clothing, bare midriffs, halter tops, tube tops, net tops, see through clothing, spaghetti straps, and low cut necklines are not permitted.

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.

Pajamas and slippers are not allowed to be worn at school.

Gloves are not allowed to be worn at school unless the weather permits.

Trendy hairdos draw undue attention to the individual and disrupt the teaching/learning process. Trendy hairdos, including unusual styles, bleaches, or dyes significantly different from the student's natural color, radical tints, and spiked hairstyles, including mini-spikes, are not allowed. Students with violations will be asked to correct them. Violations will be handled on campus when possible.

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, and 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. No military/hunting camouflage is allowed.

Sunglasses, all hats of any kind including Beanies, stocking caps, hairnets, and bandannas are not allowed at school except with written permission from the administration.

Chains, including wallet chains, are not allowed.

Facial piercing is unacceptable. Tattoos need to be covered.

Gym/PE clothes may not be worn in classes other than in PE.

The administration and faculty of Norte Vista High 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 disciplinary action.

## **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:

School Rules, Policies and Procedures are provided in Registration Paperwork, on Norte Vista Website, and the School Safety Plan is shared with ELAC and SSC parent groups. Parent meetings were held online In September (2020) by grade level and administration discussed policies and procedures. Data in regards to school suspensions, attendance, and discipline is shared at ELAC and SSC meetings with an opportunity for parents to provide feedback. During Parent Involvement Week in November 2020, administration, counselors, and teachers hosted online meetings to reinforce campus rules, expectations, policies, and procedures.

## Collaboration Strategies

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

Norte Vista High School collaborates with the Riverside Police Department to provide both staff and parent trainings in the areas of narcotics, Internet safety for Teens, gangs, human trafficking, and active shooter. Trainings will begin in Spring (January 2021). Norte Vista Guidance Counselors work with outside agencies (Wylie and McKinley Group) to assist with suicide prevention and areas related to mental health.

## 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:

The Norte Vista PALS program provides activities which bring awareness to both students and staff related to Bully Prevention, Red Ribbon Week, Suicide Prevention, and an anonymous Safety Survey (Plus Survey) is distributed to students two times a year. Data from the Plus Survey is shared with staff.

Norte Vista High School collaborates with the Riverside Police Department to provide both staff and parent trainings in the areas of narcotics, Internet safety for Teens, gangs, human trafficking, and active shooter. Trainings will begin in Spring (January 2021). Norte Vista Guidance Counselors work with outside agencies (Wylie and McKinley Group) to assist with suicide prevention and areas related to mental health. Guidance Counselors provide counseling services for students and families to reduce and prevent drug, alcohol, tobacco use, violence, and suspension and expulsion rates.



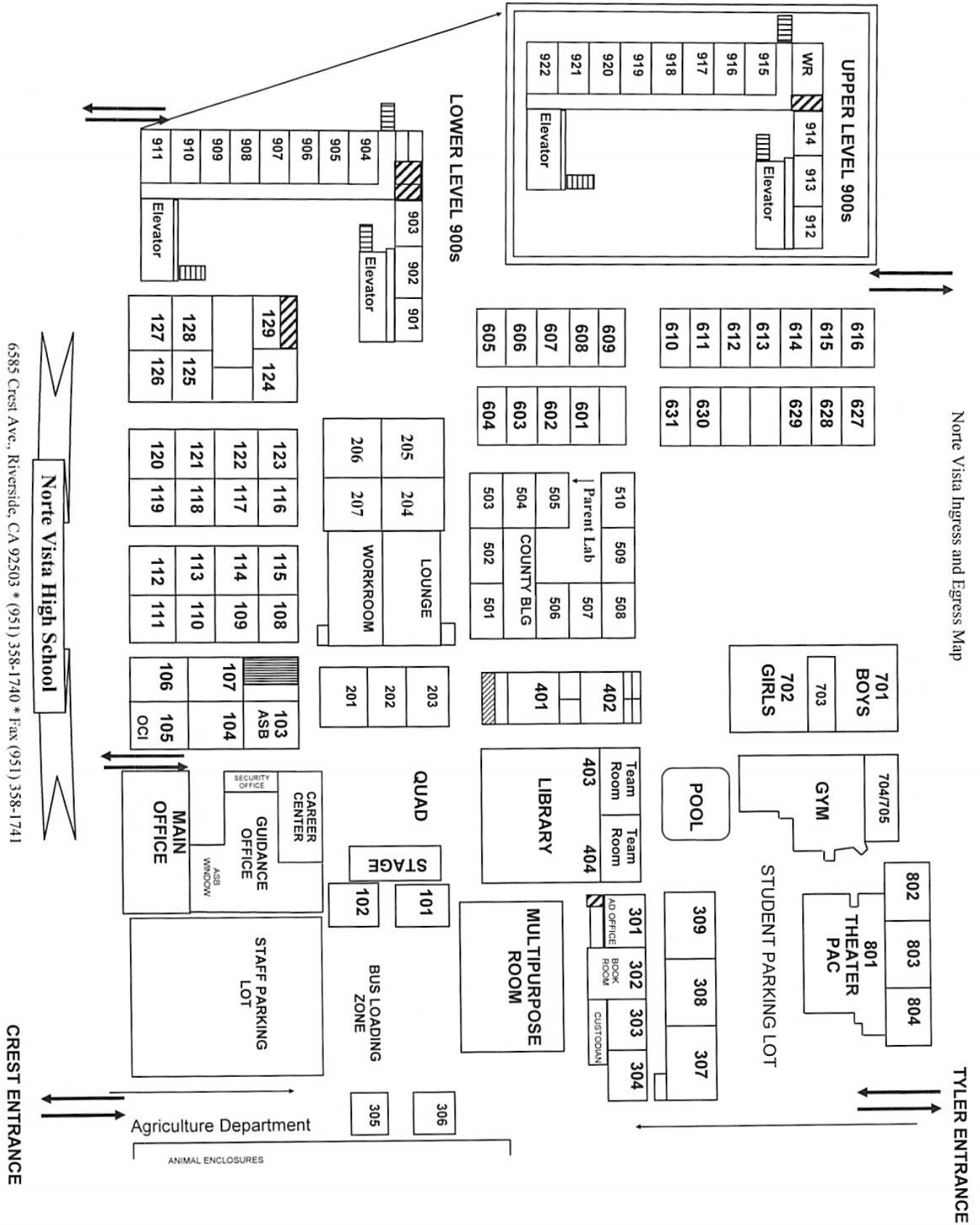
## Procedures for Safe Ingress and Egress

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 is trained on evacuation routes and procedures throughout the school year at Staff Meetings and practices all procedures in school drills.

#### 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.

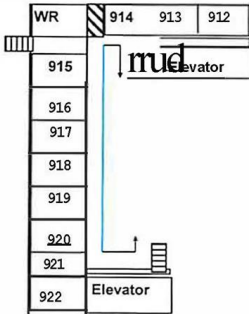
**AREA 3**

**FIRE DRILL EVACUATION PLAN**

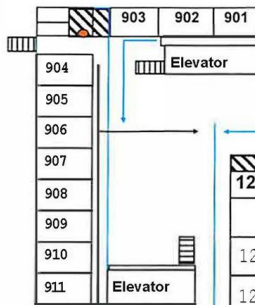
**GO TO OLD BASKETBALL COURTS BY SOFTBALL FIELD**

TYLER ENTRANCE

UPPER LEVEL 900s  
EXIT VIA NEAREST  
STAIRS TO SOFTBALL  
FIELD/AREA 2, DO  
NOT USE ELEVATORS



LOWER LEVEL 900s



**EXIT TO SOFTBALL FIELD/AREA 2  
USE GATE NEAREST COURTS**

o Denotes emergency supply closets

AED



**AREA 4**

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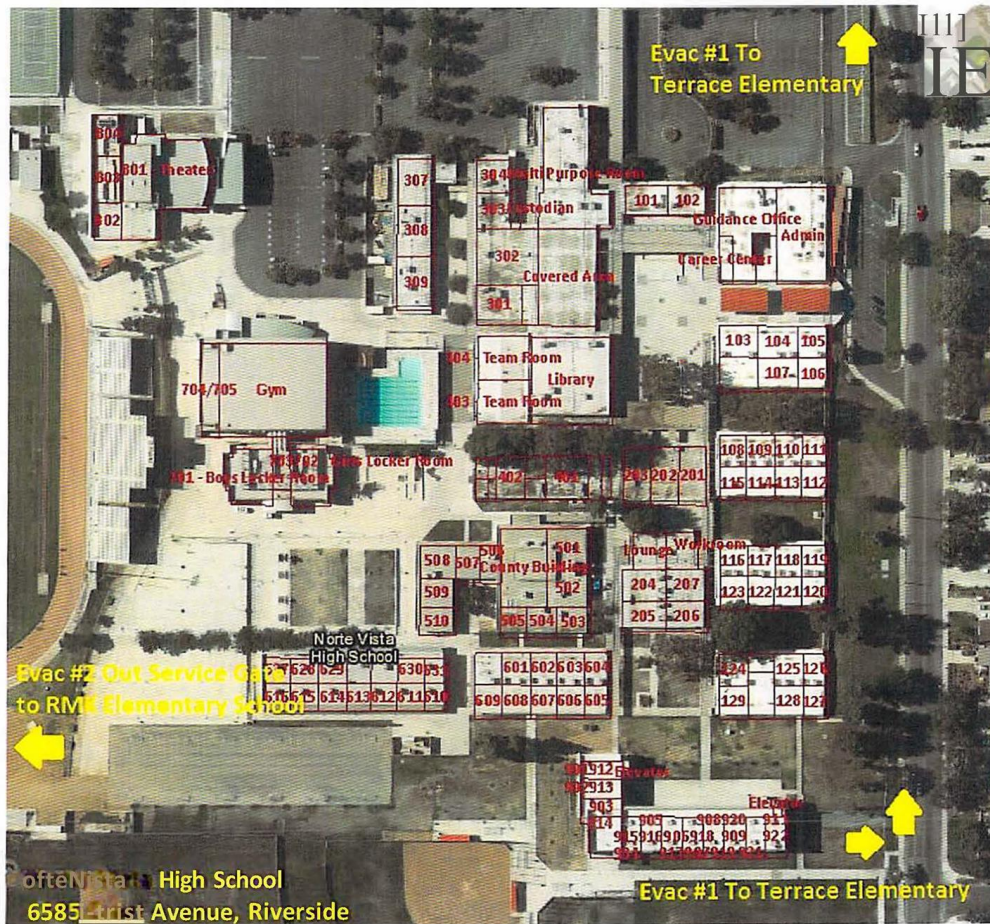
BUS LOADING  
ZONE

OGEJ

**I Norte Vista High School**

**FRONT OF SCHOOL/ AREA 1**

6585 Crest t.v.c., Riverside, CA 92503 • (951) 358-1740 • Fax (951) 358-1741



## 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](http://www.wunderground.com)), Weather Bug ([www.weatherbug.com](http://www.weatherbug.com)), the National Weather Service ([www.weather.gov](http://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:

In the Gym, the Workroom in the 200 Building, and in the Main Office .

**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

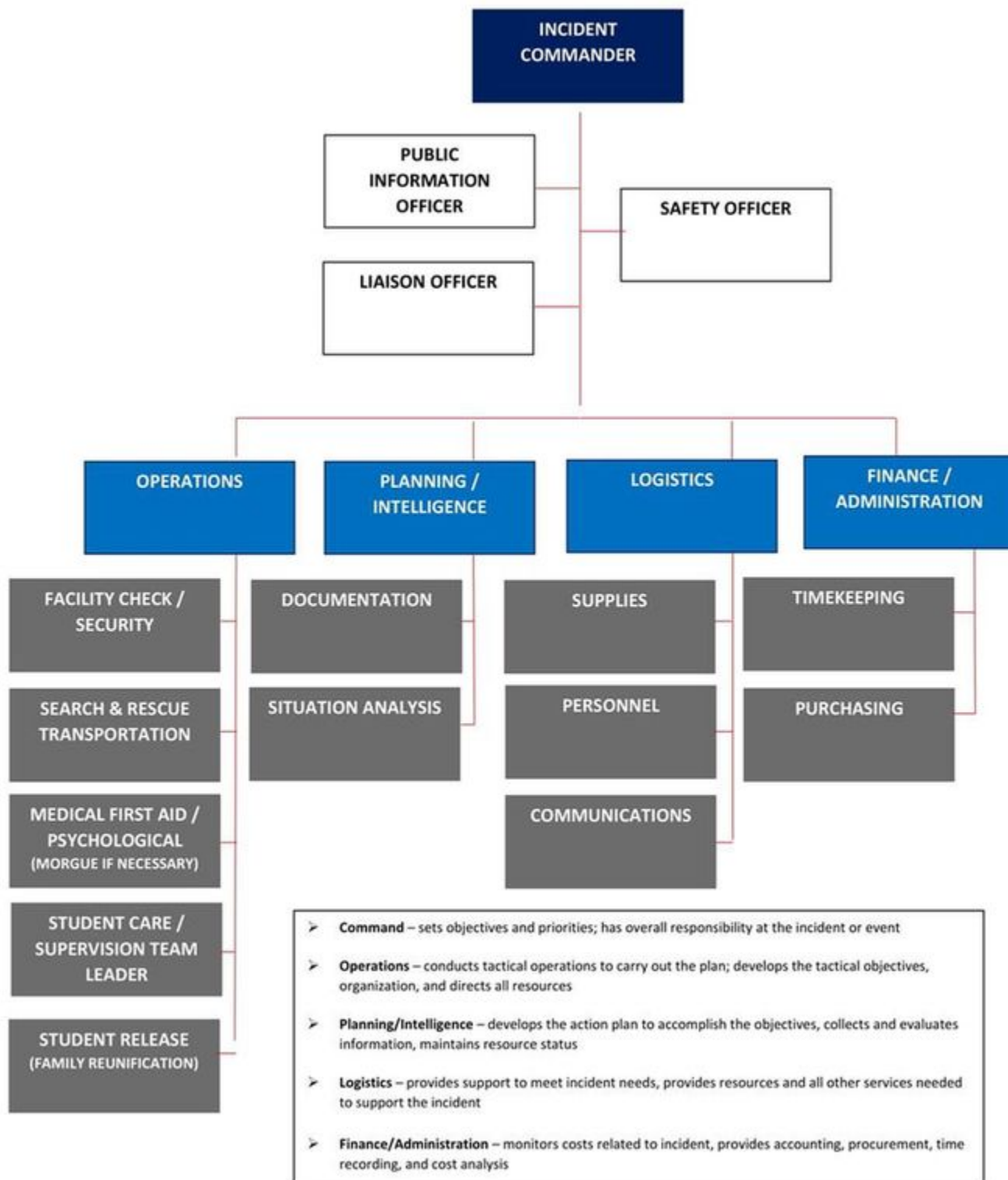
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Jason Marquez
2. Administrative Designee – Dr. Crystal Berrellez
3. Administrative Designee/Other – Eric Burskey
4. Administrative Designee/Other – Dr. Rose Vilchez

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** – Jason Marquez

**Incident Commander** – Jason Marquez

**Safety Officer** – SRO Jason Joseph

**Liaison Officer** – Eric Burskey

**Public Information Officer** – Keala Hughes

## OPERATIONS

**Operations Chief** – Dr. Crystal Berrellez

**Facility Check / Security Lead** – Jennifer Harrington

**Search and Rescue Team / Transportation Lead** – Ramon Aguilar

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

**Medical First Aid / Psychologist Team Lead** – Maria Araujo/June Kim

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

**Student Care / Supervision Lead** – Enedilia Medina

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

**Student Release Team Lead** – Anthony Gasparini

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Dr. Rose Vilchez

**Documentation** – Priscilla Grijalva

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

**Situation Analysis** – Andre Fuslier

## LOGISTICS

**Logistics Chief** – Eric Burskey

**Supplies Lead** – Jorge Fernandez

**Personnel** – Iileen Garcia

**Communications** – Juan Chavez

(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** – Lynn Fischer

**Timekeeping** – Yvette Coronel

**Purchasing** – Karla Sanchez

## 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:
101, 102/ Coffman, Ribaud	401, 402/ Luther, Cieslik Cr
103, 104, 105/ Spier, Hunter	701, 702, PE/ Rhea, Brock
106, 107/ Gorham, Nguyen N.	501-510/ County
110, 111/ Delehunt, Reyes	601, 602/ Anthony, Munoz
112, 113/ Bush. Cao	603, 604/ Gomez-Gutierrez, Duenas
114, 115/Segura, Mejia	605, 606/ Gibson, Matamoros
116, 117/ Enriquez, Dean R.	607, 608/ Velarde, Henley
118, 119/ Bell, Beliveau	609, 610/ Denbo, Barron
120, 121/ Pattison, Rich	611, 612/ Garcia, O'Rafferty
122, 123/ Rodriguez, Flores	613, 614/ Rios, Page
124,129/ Borgelt, Ibarra	615, 616/ Nguyen L, Galvan
125, 126/ Aguilar, Ballard	627, 628/ Dean A, Rackleff
127, 128/ Morimoto, Nguyen S.	629, 630, 631/ Vasquez, Gonzalez
201, 202, 203/ Hughes, Hansen J, Kraus	901, 902/ Villanueva, Nelson
204, 205/ Saroni, Smith	903, 904/ Avila, Serrano
206, 207/Angelucci, Holt	905-908/ Mendiola, De La O, Perez, Griffin
303, 304/ Hively, Fitzpatrick	909-922/ Hernandez M, Stebbing, Sheffield, Lopez, Fuselier, Aguirre, Gallardo, Hernandez I, Vasquez, Ali, Ormsby, Hansen L, Camacho, Matthews
305, 306/ Putnam, Chappell	MPR/Kitchen Staff
307, 308, 309/ Martzke, Ferguson, Danks	Library, Guidance, Career Center, ASB
802, 803, 804/ Lomeda, Halsne, Eaton	Health Clerk, Secretaries, Admin, SRO, Attendance

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

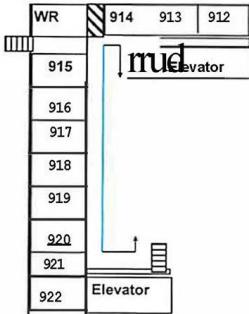
**AREA 3**

**FIRE DRILL EVACUATION PLAN**

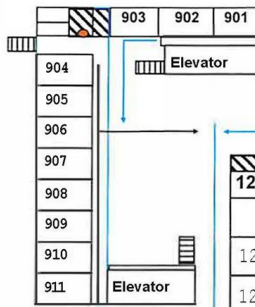
**GO TO OLD BASKETBALL COURTS BY SOFTBALL FIELD**

TYLER ENTRANCE

UPPER LEVEL 900s  
EXIT VIA NEAREST  
STAIRS TO SOFTBALL  
FIELD/AREA 2, DO  
NOT USE ELEVATORS



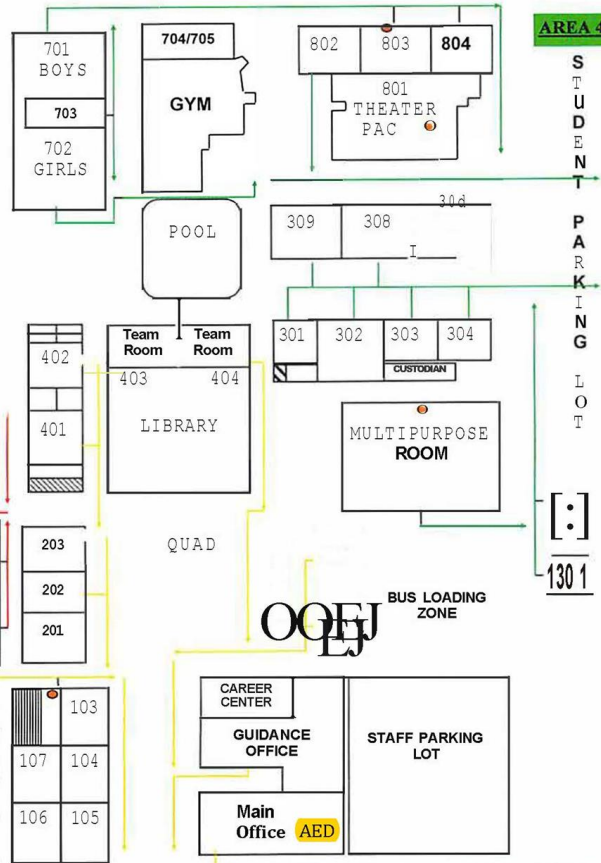
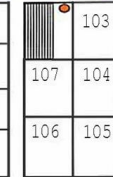
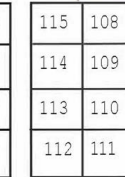
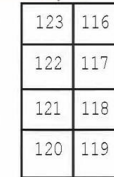
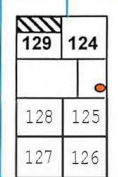
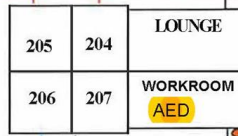
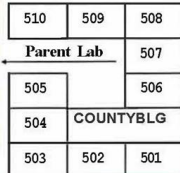
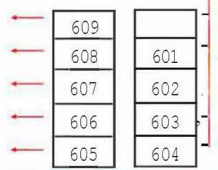
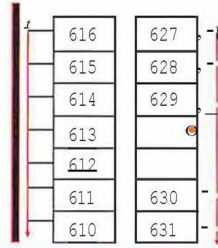
LOWER LEVEL 900s



**EXIT TO SOFTBALL FIELD/AREA 2  
USE GATE NEAREST CHIEF**

o Denotes emergency supply closets

AED



**AREA 4**

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**I Nort Vista High School**

6585 Crest t.v.c., Riverside, CA 92503 • (951) 358-1740 • Fax (951) 358-1741

**FRONT OF SCHOOL/ AREA 1**

## 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.

### 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).**
  - o 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**
  - o I = Immediate assistance needed
  - o D = Delayed assistance
  - o 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**
  - o 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

\* 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 \***

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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

\* 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.

**Norte Vista High School  
School Site Council Agenda  
December 16, 2020  
Meeting Location: Zoom Time: 2:30 p.m.**

**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 November 18, 2020
2. Expenditures for LCFF-LI, EL, Title 1 approved in SPSA
3. Approve District Parent Involvement Policy
4. Approve Uniform Complaints and Procedures
5. Approve Norte Vista Safety Plan
6. Approve School Accountability Report Card

**III. Discussion/Information**

1. Budget Reports by Funding Source
  1. Review LCFF-LI, LCFF-EL, Title 1 expenditures since last SSC meeting in November.
2. Training Topics:
  - Current School Accountability Report Card
  - Comprehensive School Safety Plan
3. School Plan for Student Achievement (SPSA)
  - Continue monitoring, reviewing and updating SPSA goals/actions
  - LCAP Goal 1 Conditions of Learning: All students will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science.
    - Norte Vista Staff will develop a cycle of continuous improvement of instruction through the use of improved data systems.
  - LCAP Goal 2 Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school
    - By June 2021, Norte Vista will increase the graduation rate from 92.7% in 2020 to 95.0% in 2021 (an increase of 2.3%). By June 2021, Norte Vista will increase the percent prepared from 36.9% to 41.9% in 2021 (an increase of 5.0%). \*CTE Pathway, College Credit, CAASPP Achievement, AP, IB, A-g, Seal of Biliteracy.
  - LCAP Goal 3 Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.
    - Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.
  - Document Input from SSC members
4. Reports from Parent Committees

- English Learners Advisory Committee (ELAC)
- Action Team for Partnership (ATP)
- 5. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers)
    - School Wide Writing
    - Classified Cross Training PD
  - Parent and Family Involvement Opportunities: See Flyer from Alejandro Cisneros Parent Workshops for Second Semester, Admin Virtual Parent Meetings
  - Interventions: Home Visits by Assistant Principals, MASH Units Counselors and Adult Ed meetings, EL focus, School-wide Tutoring, Saturday Academy, Winter Session Odysseyware, EL Reclassification and monitoring of RFEP students, EL Site Team, EL Newcomer student presentation Admin and Counselor.
- 6. [Local Control and Accountability Plan \(LCAP\) ThoughtExchange](#)
- 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 January 20, 2020
3. Adjournment: Action Item

**Norte Vista High School**  
**School Site Council Meeting Minutes**  
**December 16, 2020**  
**Meeting Location: Zoom Time: 2:30 p.m.**

**I. Introductory Procedure**

1. Call to Order - 2:37pm
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

**II. Action Items**

1. Approve minutes from November 18, 2020
  1. Motion to approve by Claudia Gonzalez
  2. Second Christina Rackleff
  3. Motion approved unanimously
2. Expenditures for LCFF-LI, EL, Title 1 approved in SPSA
  1. Dr. Berrellez explained all expenditures
    1. Additional teachers hours during spring break for students that need credit through Odysseyware.
    2. No need to approve, it is included in SPSA
3. Approve District Parent Involvement Policy
  1. Dr. Berrellez discussed district parent involvement policy.
  2. District is committed to providing opportunities
    1. Sarah Galvan motions
    2. Mr. Marquez seconds
    3. Unanimous approval
4. Approve Uniform Complaints and Procedures
  1. Motion to approve by Claudia Gonzalez
  2. Second Sarah Galvan
  3. Unanimously approved
5. Approve Norte Vista Safety Plan
  1. Motion to approve Claudia Gonzalez
  2. Second Christina Rackleff
  3. Unanimous approval
6. Approve School Accountability Report Card
  1. Dr. Berrellez described the school accountability report card.
  2. Motion to approve - Claudia Gonzalez
  3. Second - Michelle Dang
  4. Unanimous approval

**III. Discussion/Information**

1. Budget Reports by Funding Source
  1. Review LCFF-LI, LCFF-EL, Title 1 expenditures since last SSC meeting in November.

2. Claudia Gonzalez would like to review and revisit this discussion.
2. Training Topics:
  - Current School Accountability Report Card
  - Comprehensive School Safety Plan
3. School Plan for Student Achievement (SPSA)
  - Continue monitoring, reviewing and updating SPSA goals/actions
    - LCAP Goal 1 Conditions of Learning: All students will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science.
      - Norte Vista Staff will develop a cycle of continuous improvement of instruction through the use of improved data systems.
    - LCAP Goal 2 Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school
      - By June 2021, Norte Vista will increase the graduation rate from 92.7% in 2020 to 95.0% in 2021 (an increase of 2.3%). By June 2021, Norte Vista will increase the percent prepared from 36.9% to 41.9% in 2021 (an increase of 5.0%). \*CTE Pathway, College Credit, CAASPP Achievement, AP, IB, A-g, Seal of Biliteracy.
      - **Potential Addition: Incorporate technology goal**
    - LCAP Goal 3 Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.
      - Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.
  - Document Input from SSC members
4. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)
    - Dr. Berrellez – update: looking at specific needs of students and seeing if they need additional help
  - Action Team for Partnership (ATP)
    - Mr. Lomeda is working on recruiting parents through social media
5. Program Reports
  - Professional Development Opportunities (Paraprofessionals, Teachers)
    - School Wide Writing
    - Classified Cross Training PD
  - Parent and Family Involvement Opportunities: See Flyer from Alejandro Cisneros Parent Workshops for Second Semester, Admin Virtual Parent Meetings
  - Interventions: Home Visits by Assistant Principals, MASH Units Counselors and Adult Ed meetings, EL focus, School-wide Tutoring, Saturday Academy, Winter Session Odysseyware, EL Reclassification and monitoring of RFEP students, EL Site Team, EL Newcomer student presentation Admin and Counselor.
    - Mr. Marquez updated the status of home-visits. Most situations are not good and students are in poor conditions for learning.
6. [Local Control and Accountability Plan \(LCAP\) ThoughtExchange](#)
  1. Link needs access
7. Principal's Report
  1. Next week we will be doing a revote. Nobody can abstain from voting.

2. Mr. Marquez
  1. Will be providing opportunities during second semester for students that did not achieve academically in Fall of 2020.
  2. Recognizes the admin team and teachers for their work this semester.
  3. District votes to “facelift” campus tomorrow.

#### **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 January 20, 2020
3. Adjournment: Action Item
  1. Motion to adjourn Claudia GonzalezSecond by Christina Rackleff  
Unanimously Approve