

**AB 1747**

# **Comprehensive School Safety Plan**

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## **Allan Orrenmaa Elementary School**

3350 Fillmore St., Riverside CA  
(951) 358-1635

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## Introduction

It is the policy of the Alvorð 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 recover.

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

Out of a student body of 573 kids, 1% (6 students) required assertive discipline. From the 7 assertive discipline events 4 resulted from conflicts on the playground, 2 from stealing, and 1 from graffiti. 5% of students (29) required discipline interventions. Of the 40 incidents, 43% were for not following rules, 10% for bully behavior, and 28% for conflict. Orrenmaa Elementary required SRO assistance with 3 incidents: 2 involved student custody issues and 1 involved a transient. Attendance rates, before school closures due to COVID-19 in March, were at 96%. There was no property damage reported. There were no state, district or site surveys conducted. During monthly stake holder input meetings, parents and community members reported SRO's presence around the campus and the neighborhood provides support and resources necessary for the safety of the school and community. Parents did not report any concerns about safety while at school

## 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 Alford 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 Alford 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 Alford 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 Alford 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**

All students in grades K-5 will have two ways in which to comply with the mandatory dress code for Orrenmaa Elementary School. The dress code is vital to insure personal safety, create a positive learning environment, and discourage classroom disruptions or distractions. Outward appearances that are radical, unusual and draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students. All Orrenmaa staff is responsible for assuring that all students follow the dress code. Changes may be made during the school year.

Modesty should be maintained by both genders at all times. In order to assist with achievement of the goals for student success Dress Code Requirements for ALL students is as follows:

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

? Shoes must be worn at all times. Footwear with a substantial sole and an enclosed toe and heel are required. Roller skates/shoes and heels/wedges are not permitted.

? Skirts and shorts must reach a least mid-thigh in length.

? Tops must have a 2 inch wide strap and not expose bra straps. Aerobic style clothing, bare midriffs, halter tops, tube tops, net tops, see through clothing, clothing with holes in the shoulders, spaghetti straps, and low cut necklines are not permitted.

? Baggy fitting and low-slung pants or shorts are not allowed. Pants must be worn at the waist at all times.

? Jewelry which creates a health and safety hazard is not permitted. (ie Long earrings, hoop earrings)

Facial piercings, other than the ears, are not permitted. Spiked earrings are prohibited.

? Plain Baseball hats (brim forward), beanies, berets, and sunglasses may be worn outside but are not to be worn in the classroom or inside any building.

? Gang attire of any kind is not permitted. This includes clothing with writing promoting or relating to gang activity, bandanas, stocking caps, hair nets and mittens with the fingers cut off.

? Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) containing emblems, lettering or pictures promoting gangs, tagging, drugs, alcohol, tobacco, sex, death, mutilation violence, and/or messages with double meanings are not permitted. We expect that the clothing reflects positive messages.

? Clothing which has been altered in an inappropriate manner (torn, written on or personalized) will not be allowed.

? Students may not wear make-up or have excessive hairdos, emblems or jewelry.

- ? Hairdos including extremely unusual styles, or bleaches, colored hairspray, glitter, dyes or radical tints significantly different than the student's natural color are not allowed. Mohawks must be one inch or less.
- ? Chains, including wallet chains are not allowed.
- ? Temporary tattoos need to be covered.
- ? Pajamas and slippers are not appropriate attire for school
- ? Students may not change clothes at school.

#### Non Compliance for Dress Code

1. The first time a student violates the dress code he/she will be asked to call home and have the parent/guardian bring the appropriate clothing to school
2. A second offense may result in a conference with the principal followed up with a phone call home to the parent/guardian. The parent/guardian must then bring the appropriate clothing to school.
3. The third violation will be considered defiance of school rules and school personnel and will result in a conference scheduled with the parent/guardian to formulate a plan for the student to comply. The parent/guardian must then bring the appropriate clothing to school.

## **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:

- \* Frequently and consistent communication through Class Dojo, Blackboard, personal phone calls, PeachJar,
- \* Monthly Recognition Assemblies
- \* Coffee with the Principal chats
- \* ELAC
- \* SSC
- \* Family Nights: AVID, Multi-cultural, Harvest Festival, etc
- \* Hundred Mile Club

## Collaboration Strategies

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

- \* Family Engagement Events
- \* SSC
- \* Extended Learning Half Time with Creative Brain
- \* 100 Mile Club

## 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:

Orrenmaa has a full time counselor on staff who uses Second Step curriculum to teach social and emotional lessons as well as Bully Prevention curriculum aimed at prevention of violence. We have started Peaceful Playgrounds to reduce incidents at recess. Our counselor is able to provide support for students in crisis and direct the appropriate resources. For students who are chronic absentee, the counselor and administration make home visits to ascertain needs and provide resources. Community Resources include: Alvord Cares, Orrenmaa Food Pantry, Operation School bell, Salvation Army, and Savers vouchers.

## 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.

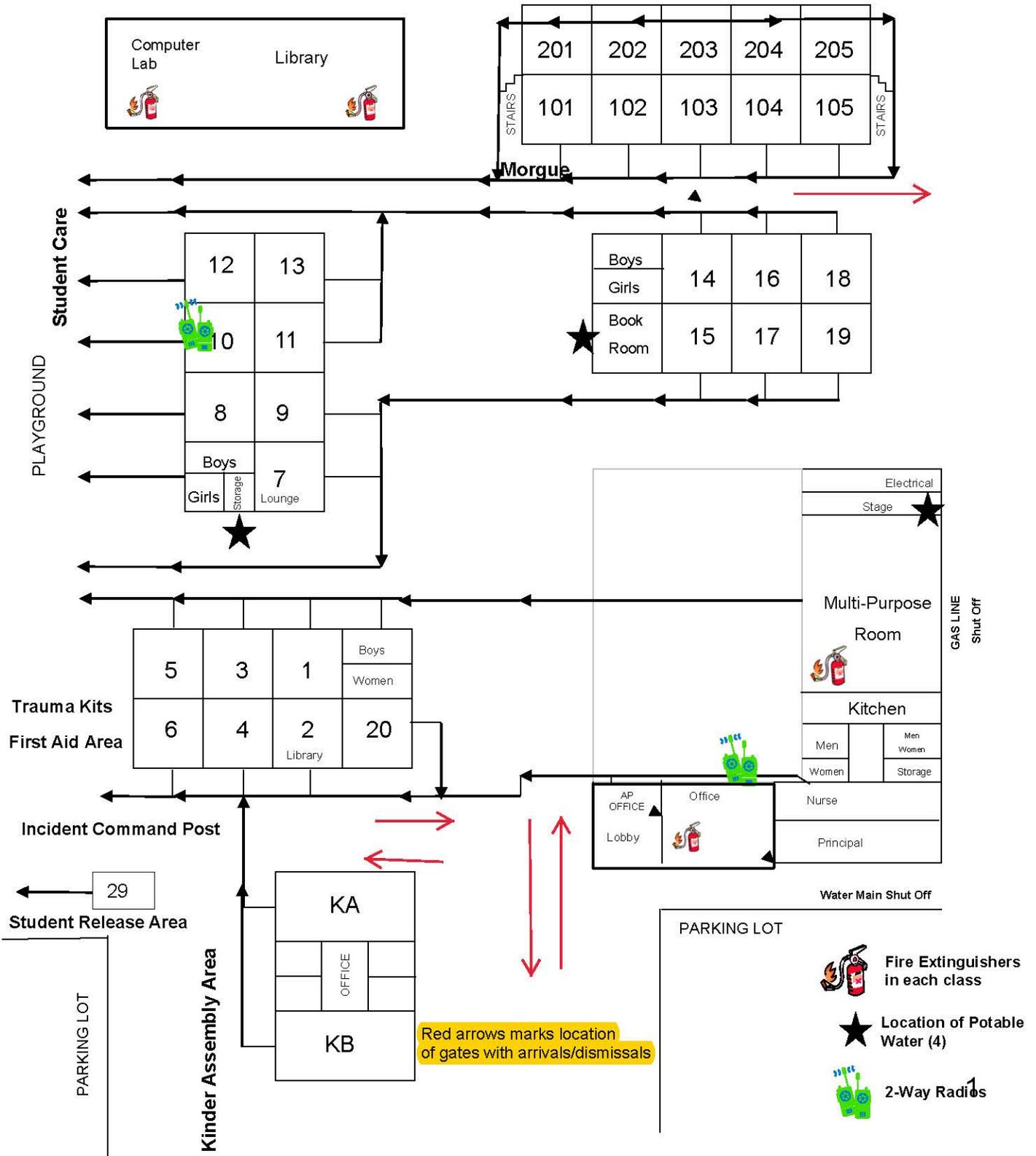
Schools must include plans for:

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

# 2020-21 ORRENMAA ELEMENTARY SCHOOL

## INGRESS AND EGRESS MAP

### Sanitation





## 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:

The staff at Orrenmaa Elementary has been through staff professional development meetings and mock drills. During our annual meeting, responsibilities, procedures, and routes are assigned and reviewed. During the drills, staff practice their assigned duties and conduct a needs assessment.

### 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.

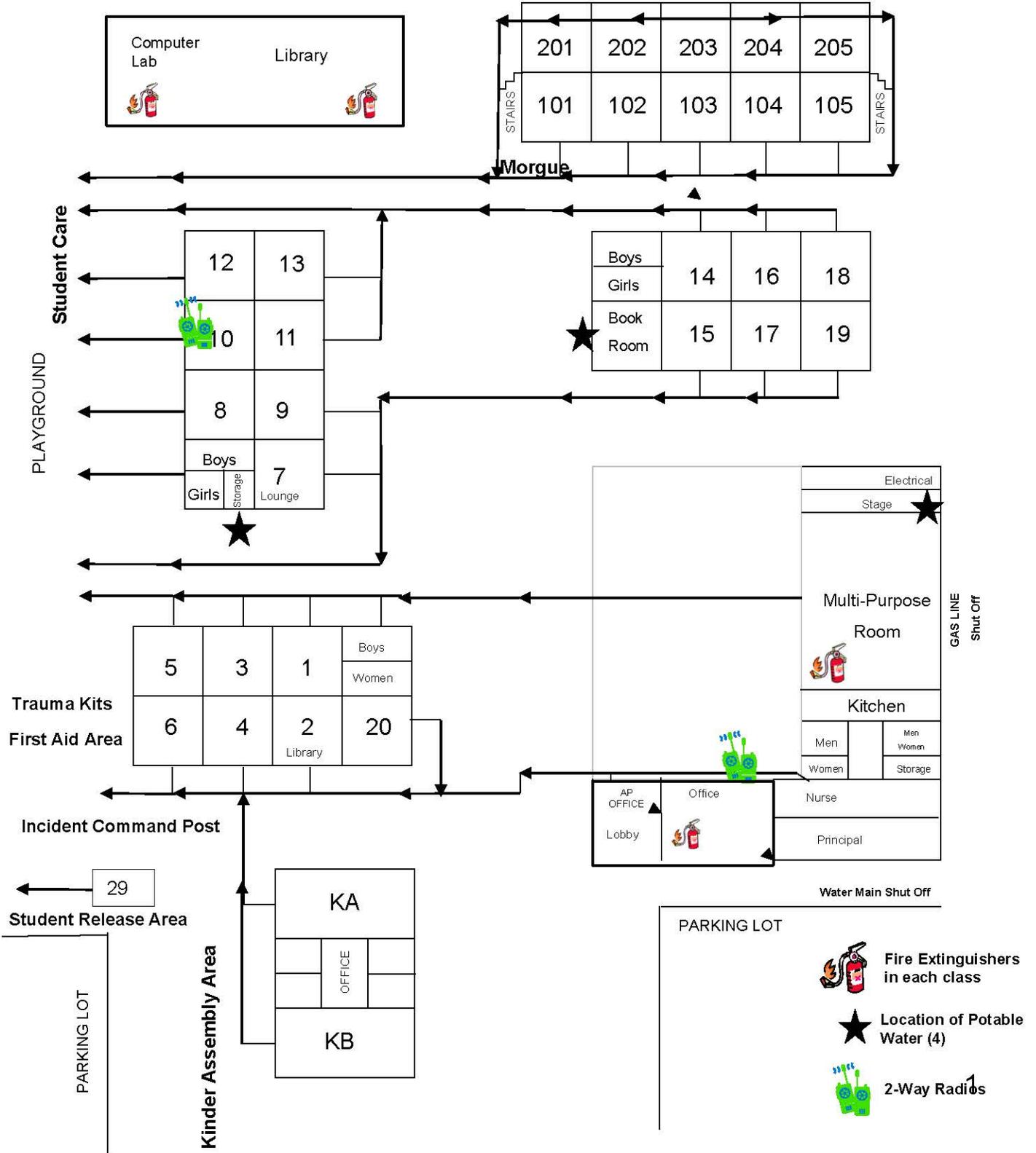
**Equipment and supplies:**

- 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.

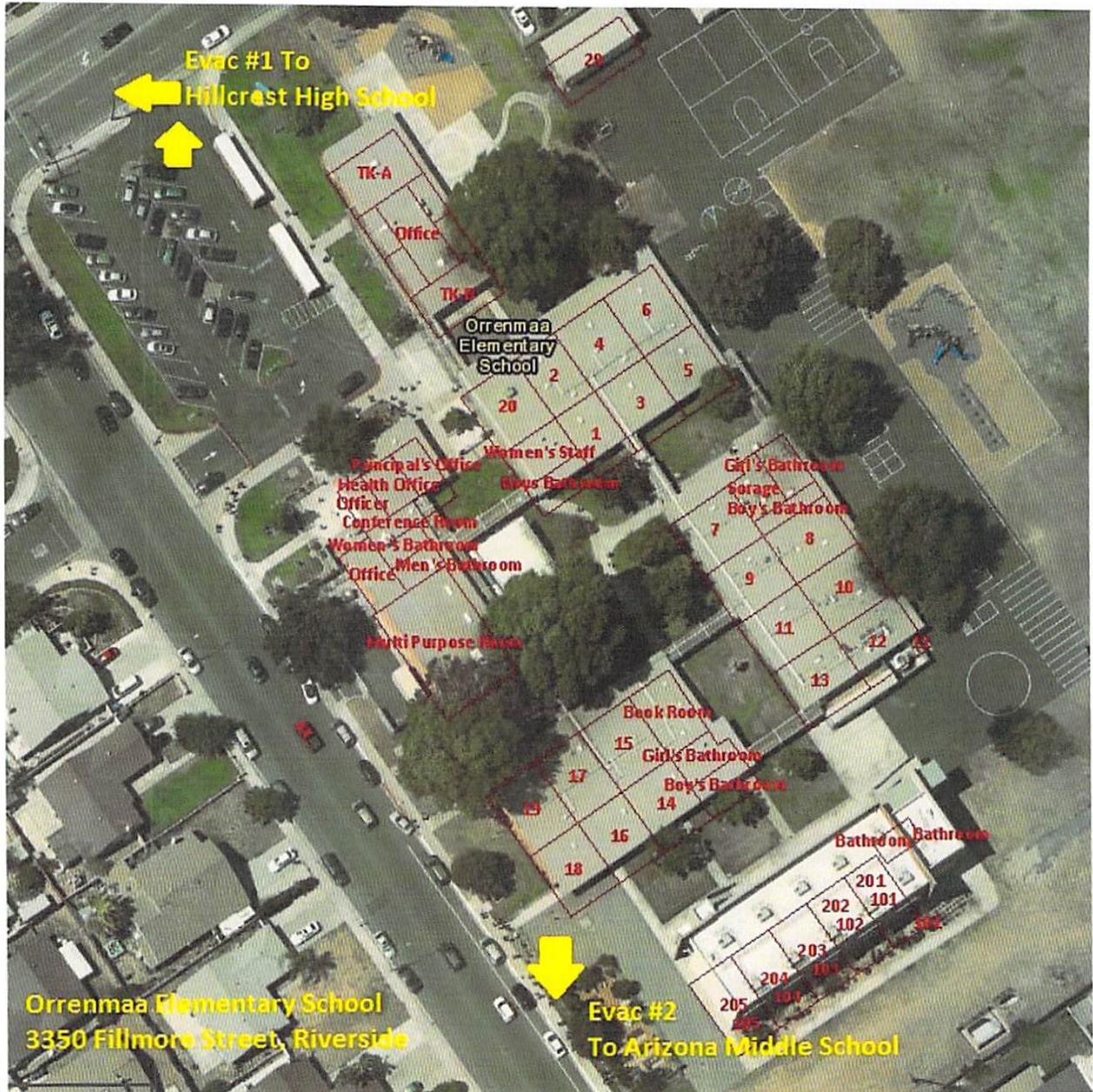
# 2020-21 ORRENMAA ELEMENTARY SCHOOL

## EVACUATION / DISASTER PLAN

### Sanitation



-  Fire Extinguishers in each class
-  Location of Potable Water (4)
-  2-Way Radios





## 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.

### Curtailement 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:

| <b>TRIAGE Priorities</b>            |  |
|-------------------------------------|--|
| <b>Highest Priority - RED TAG</b>   |  |
| 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   |
| <b>Second Priority - YELLOW TAG</b> |  |
| 1.                                  | Major multiple fractures                                       |
| 2.                                  | Back injuries with or without spinal cord damage               |
| <b>Third Priority - GREEN TAG</b>   |  |
| 1.                                  | Fractures or other injuries of a minor nature                  |
| <b>Lowest Priority - BLACK</b>      |  |
| 2.                                  | Obviously mortal wounds where death appears reasonably certain |
| 3.                                  | Obviously deceased   |

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

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

#### Initial contact

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

#### Assess respiration (normal, rapid, absent)

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

#### Assess perfusion (pulse, bleeding)

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

#### Assess Mental Status (commands, movement)

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

### **Automated External Defibrillator (AED)**

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

N/A

### **Operation Summary**

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

## Mass Casualty

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

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

## Order of Succession

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

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

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

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

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

### Order of Succession

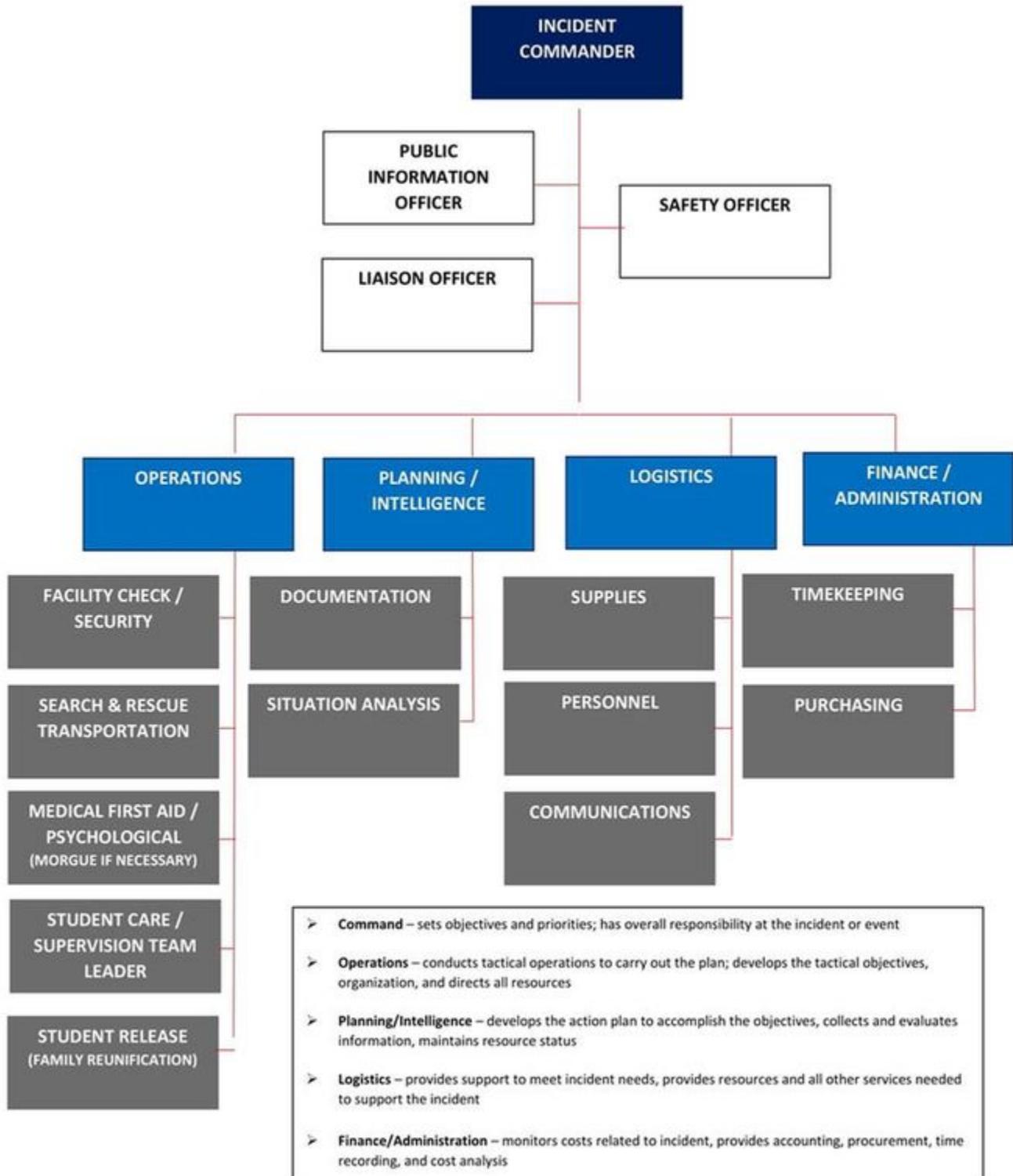
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Diana L Taylor
2. Administrative Designee – Mary Salas
3. Administrative Designee/Other – Michelle Brazeal
4. Administrative Designee/Other – Chris Rios

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** – Diana L Taylor

**Incident Commander** – Diana Taylor

**Safety Officer** – Jeff Kammers

**Liaison Officer** – Michelle Morales

**Public Information Officer** – Michelle Morales

## OPERATIONS

**Operations Chief** – Carol Roach

**Facility Check / Security Lead** – Jeff Kammers, Joey Tapia

**Search and Rescue Team / Transportation Lead** – Chris Rios

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

**Medical First Aid / Psychologist Team Lead** – Sydney Moyer and/or Nurse on site

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

**Student Care / Supervision Lead** – Devlin, Hinecker, Beckstrom, James, Dhouti

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

**Student Release Team Lead** – Dawn Fischang, Sandra Macias

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Michelle Brazeal

**Documentation** – Anton Krtizer

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

**Situation Analysis** – Jennifer Wholley

## LOGISTICS

**Logistics Chief** – Maria Cornejo

**Supplies Lead** – Della Garcia

**Personnel** – Christina Powers

**Communications** – Alia Todd

(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** – Dawn Fischang

**Timekeeping** – Sandra Macias

**Purchasing** – Dawn Fischang

## 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:                                 |
|------------------------------|--|
| KA -- Melinda Lauriano       | KB -- Melanie Robinson                           |
| 1 -- Jennifer Wholley        | 20 -- Doreesh Neff, 8 -- Michelle Morales        |
| 3 -- Sarah Devlin            | 5 -- Abel (Chris) Rios                           |
| 6 -- Yvonne Johnson          | 4 -- Dottie Blase, 2 -- Jeff Kammers, Joey Tapia |
| 8 -- Michelle Morales        | 12 -- Workroom                                   |
| 9 -- Lisa Hinecker           | 15 -- Deborah Wells                              |
| 11 -- Alia Todd              | 13 -- Amy Yan                                    |
| 17 -- Anton Kritzer          | 19 -- Valerie Beckstrom and Instructional Aides  |
| 14 -- Rachel Santoyo         | 18 -- Robert Johnson                             |
| 101 -- Cathy Davis           | 102 -- Alana Ditta                               |
| 103 -- De'Anna Dhouti        | 104 -- Maria Cornejo                             |
| 105 -- Carol (CJ) Roach      | 205 -- Monica Eppinger                           |
| 201 -- Christina Powers      | 202 -- Brianna Monroe                            |
| 203 -- Andrea James          | 204 -- Michelle Brazeal                          |
| Main Office -- Diana Taylor  | Main Office -- Mary Salas, Sydney Moyer          |
| Main Office -- Dawn Fischang | Main Office -- Sandra Macias                     |
| MPR -- Dianne Enyert         | MPR -- Nicole Goodwin                            |
| Library -- Della Garcia      | Campus -- Norma Lamas-Avina                      |
| Campus -- Melissa Stan       | Campus -- Jennifer Minor                         |

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.

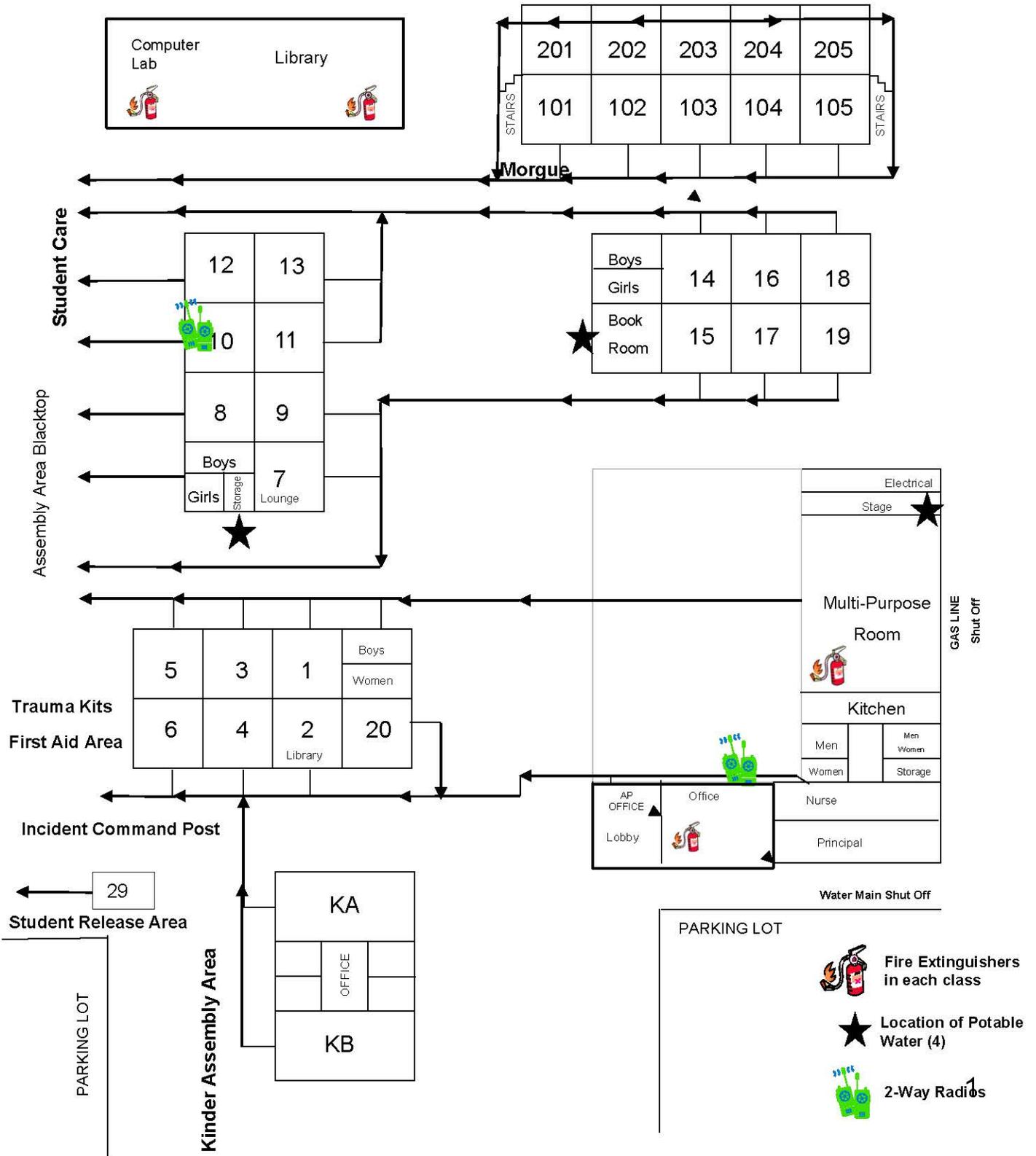
**Even though employees have a team assignment for purposes of this plan, each employee must be prepared to fill another role if called on to do so during an actual emergency.**

### Staging Areas

# 2020-21 ORRENMAA ELEMENTARY SCHOOL

## EVACUATION / DISASTER PLAN

### Sanitation





### 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**
  - Maintain all required records and documentation to support the history of the emergency or disaster
  - 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**
  - 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.

### 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.

### 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)

### 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.

### 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**
  - 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:**
  - Date
  - Time
  - Originator
  - Recipient
- **Follow communications protocol**
  - 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

### Section: Finance / Administration

#### FINANCE / ADMINISTRATION CHIEF

##### Responsibilities:

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

##### Start-Up Actions:

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

##### Operational Duties:

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

##### Closing Down:

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

##### Equipment / Supplies:

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

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

##### Forms:

- Staff Duty Log

## Appendix – Timekeeping

### Section: Finance / Administration

#### TIMEKEEPING

##### Responsibilities:

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

##### Start-Up Actions:

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

##### Operational Duties:

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

##### Closing Down:

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

##### Equipment / Supplies:

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

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

##### Forms:

- Staff Duty Log

### Section: Finance / Administration

### PURCHASING

#### Responsibilities:

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

#### Start-Up Actions:

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

#### Operational Duties:

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

#### Closing Down:

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

#### Equipment / Supplies:

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

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Alvord Unified School District  
**ORRENMAA ELEMENTARY SCHOOL**  
*Orrenmaa Owls are Aiming for Success*



3350 Fillmore Street · Riverside, CA · 92503 · (951) 358-1635  
Diana Taylor, Principal

**School Site Council Minutes**  
**November 30, 2020**

**Meeting Location:** <https://zoom.us/j/4938400239>  
**(669) 900-6833 Meeting ID: 493 840 0239**

**I. Introductory Procedure**

1. Call to Order / [Sign In](#) *Meeting called to order @ 3:05pm*
2. Establishment of Quorum *Valerie Beckstrom, Jennifer Wholley, Diana Taylor, Michelle Morales, Kellie De Leon, DeAnna D’houti.*
3. [Pledge of Allegiance](#)
4. Welcome and Introductions

**II. Action Items**

1. Approve minutes from: [October 26, 2020](#) *Motion: V. Beckstrom, 2nd: J. Wholly (6,0,0).*
2. Approve [20-21 Comprehensive School Safety Plan](#) *Motion: D. D’houti, 2nd: J. Wholly (6,0,0).*
3. Approve [Categorical Expenditures for TI, LCFF-LI, LCFF-EL](#) - *No expenditures to approve at this time.*

**III. Discussion/Information**

1. Budget Reports by [Funding Source](#)- *Ms. Taylor reviewed the various budget lines and current balances.*
2. Training Topics:
  - a. [SSC Bylaws](#) -*Ms. Taylor reviewed the new article being added to our bylaws and its language.*
    - addition of nondiscrimination and equity language
  - b. [LCAP](#)- *Ms. Taylor reviewed the LCAP and what programs/personnel are written into the plan. The plan expires this year, so the District is holding meetings for parents, community members & stakeholders to participate in and provide their feedback of what they would like to see in the upcoming plan.*
  - c. [Uniform Complaint](#) & [Williams Complaint Procedures](#)- *The Uniform complaint form provides parents, students, teachers, community members & stakeholders information of how to make a formal complaint. The Williams Act states that all of our school buildings be in good repair, that the students have adequate textbooks/materials needed to learn, and that all teachers have the proper credentials. Should any of this not be in order, one has the right to make a formal complaint.*
  - d. [Parent Involvement Policy](#)- *We will review and revise this if needed. It is set to expire at the end of the school year.*
3. School Plan for Student Achievement (SPSA) [Goal Review](#)- *We do not have any new data to add to the SPSA. We will review SPSA when we have additional data.*
4. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC) *The ELAC Coordinator is trying to encourage more participation and commitments from parents to be a part of the committee. At this time we still have low participation. ELAC Coordinator is using multiple methods of communication to reach families.*
  - Action Team for Partnership (ATP)- *Family Engagement Week was a success & positive feedback was received from parents. There are no school wide parent engagement opportunities during the month of December other than the Student of The Month Assembly on 12/17/20.*



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Diana Taylor, Principal

- District Parent Advisory Committee (PAC)- *The representative for this committee was unable to attend the meeting, he will report at the next SSC meeting.*
5. Program Reports
- Professional Development Opportunities (Paraprofessionals, Teachers). *Ms. Taylor reported that first grade is going to attend CGI training for math strategies. Grade level collaboration had begun. Each grade level will meet with the Instructional Coach to go over data and strategies for English Language Learners.*
  - Parent and Family Involvement Opportunities-*Michelle Morales reported that during the month of December there is only one Family Involvement Opportunity, which is the Student of the Month Assembly, taking place on 12/17/2020.*
  - Interventions-*Ms. Taylor did not have anything to report at this time regarding interventions. She had data chats with all teachers and discussed the baseline data for students. She will report on interventions once additional data is collected & comparisons can be made.*
6. Principal's Report- *The school will be getting a new marquee installed in December.*
- a. *The Lemonade Stand Project- We have additional partners. Northgate Markets is volunteering to allow students to use their kitchen to make the lemonade, they are donating the lemonade and donating their parking lot for the car show, which will hopefully take place in Macy 2021.*
  - b. *Altura is also a partner as well as smaller businesses in the Riverside area.*
  - c. *Tinker the Robot is a program owned by an engineer for Mattel & she has also agreed to partner with us. She will design the lemonade stands & another company in Orange County will take the design and make the pieces. The students will put together the pieces.*
  - d. *Ms. Taylor is working with the City of Riverside to get a grant for the Maker Space and STEAM program for Orrenmaa. City of Riverside is looking to sponsor a program and has taken interest in our program.*
  - e. *Tinker the Robot is a Home School Steam curriculum. Ms. Taylor and the owner of Tinker the Robot are working together to make the curriculum fit the MTSS model & 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 **Jan 25, 2021**
3. Adjournment: Action Item *Motion: V. Beckstrom, 2nd: D. D'houti @3:32pm*

**AB 1747**

# **Comprehensive School Safety Plan**

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## **Promenade Elementary School**

550 Hamilton Dr.  
(951) 358-1650

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## Introduction

It is the policy of the Alvorð 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 recover.

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

Promenade Elementary School does not have a dedicated SRO assigned to our school and we rely on Corona Police Department (CPD) and Corona Fire and they are contacted by calling 911. During the 2019-20 school year there were no calls made to 911.

## 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/UNIFORM POLICY**

All students in grades K-5 will have two ways in which to comply with the mandatory dress code for Promenade Elementary School. All students will have the choice of wearing a school approved uniform, or an appropriate alternative. Wearing of uniforms is optional, but compliance with our dress code is mandatory. The dress code is vital to ensure personal safety, create a positive learning environment, and discourage classroom disruptions or distractions. Outward appearances that are radical, unusual and draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students. All Promenade staff is responsible for assuring that all students follow the dress code. Changes may be made during the school year.

Modesty should be maintained by both genders at all times. In order to assist with achievement of the goals for student success Dress Code Requirements for ALL students is as follows:

1. Students are expected to be neat and clean. Modesty must be maintained at all times.
2. Shoes must be worn at all times. Footwear with a substantial sole and an enclosed toe and heel are required. Roller skates/shoes and heels/wedges are not permitted.
3. Skirts and shorts must reach a least mid-thigh in length.
4. Tops must have a 2 inch wide strap and not expose bra straps. Aerobic style clothing, bare midriffs, halter tops, tube tops, net tops, see-through clothing, clothing with holes in the shoulders, spaghetti straps, and low cut necklines are not permitted.
5. Baggy fitting and low-slung pants or shorts are not allowed. Pants must be worn at the waist at all times.
6. Jewelry which creates a health and safety hazard is not permitted. (ie Long earrings, hoop earrings) Facial piercings, other than the ears, are not permitted. Spiked earrings are prohibited.
7. Plain Baseball hats (brim forward), beanies, berets, and sunglasses may be worn outside but are not to be worn in the classroom or inside any building.
8. Gang attire of any kind is not permitted. This includes clothing with writing promoting or relating to gang activity, bandanas, stocking caps, hair nets and mittens with the fingers cut off.
9. Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) containing emblems, lettering or pictures promoting gangs, tagging, drugs, alcohol, tobacco, sex, death, mutilation violence, and/or messages with double meanings are not permitted. We expect that the clothing reflects positive messages.
10. Clothing which has been altered in an inappropriate manner (torn, written on or personalized) will not be allowed.
11. Students may not wear makeup or have excessive hairdos, emblems or jewelry.
12. Hairdos including extremely unusual styles, or bleaches, colored hairspray, glitter, dyes or radical tints significantly different than the student's natural color are not allowed. Mohawks must be one inch or less.

Students opting to wear uniforms must adhere to the following guidelines:

#### Uniform for Girls

1. A plain shirt, blouse, sweater with a collar and sleeves. Plain polo shirts may be worn as well. The garment must cover the midriff when arms are raised and should not be unbuttoned below the sternum
2. Skirts, pants, dark jeans or shorts of sufficient length to maintain modesty for sitting and bending are approved in the colors of navy blue, black and khaki. Shorts and skirts must be mid-thigh in length.
3. Students may wear a Promenade shirt any day of the week as part of the uniform.
4. Shoes must have an enclosed toe and heel.

#### Uniform for Boys

1. A plain shirt or sweater with a collar and sleeves of appropriate size. Plain polo shirts may be worn.
2. Pair of pants, dark jeans and shorts of appropriate waist size, worn at the waist is approved uniform attire. Pants may be navy blue, black, or khaki.
3. Student may wear a Promenade shirt any day of the week as part of the uniform.
4. Shoes must have an enclosed toe and heel.

#### Non Compliance for Dress Code

1. The first time a student violates the dress code he/she will be asked to call home and have the parent/guardian bring the appropriate clothing to school.
2. A second offense may result in a conference with the principal followed up with a phone call home to the parent/guardian. The parent/guardian must then bring the appropriate clothing to school.
3. The third violation will be considered defiance of school rules and school personnel and will result in a conference scheduled with the parent/guardian to formulate a plan for the student to comply. The parent/guardian must then bring the appropriate clothing to school.

#### School Spirit Days/Dress Up Days

The last Friday of every month is a school spirit day. We encourage all students to wear a Promenade shirt. From time to time we have dress up days. We will send home a notice advising students what they can wear on these fun days.

## 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 Handbook

Parent workshops

Back to School Night presentations

Parent Teacher Conferences

When needed, collaboration with site counselor

When needed, conferences with site administration

WATCH D.O.G.S.

## Collaboration Strategies

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

Career Day presentations which include the support from law enforcement and the Fire Department.

## 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 Second Step curriculum is used by the site counselor to support the delivery of lessons to all students. The site counselor visits each class regularly throughout the school year to deliver lessons which support our student's social emotional education. In addition, the counselor works with at-risk students identified by a staff member or self-referred, in small groups and individual sessions.

Project Wisdom was purchased in order to provide "Words of Wisdom" each morning during announcements. The "Words of Wisdom" are used as mini lessons to students and to inspire them to make good choices each day. These lessons are used to empower our students.

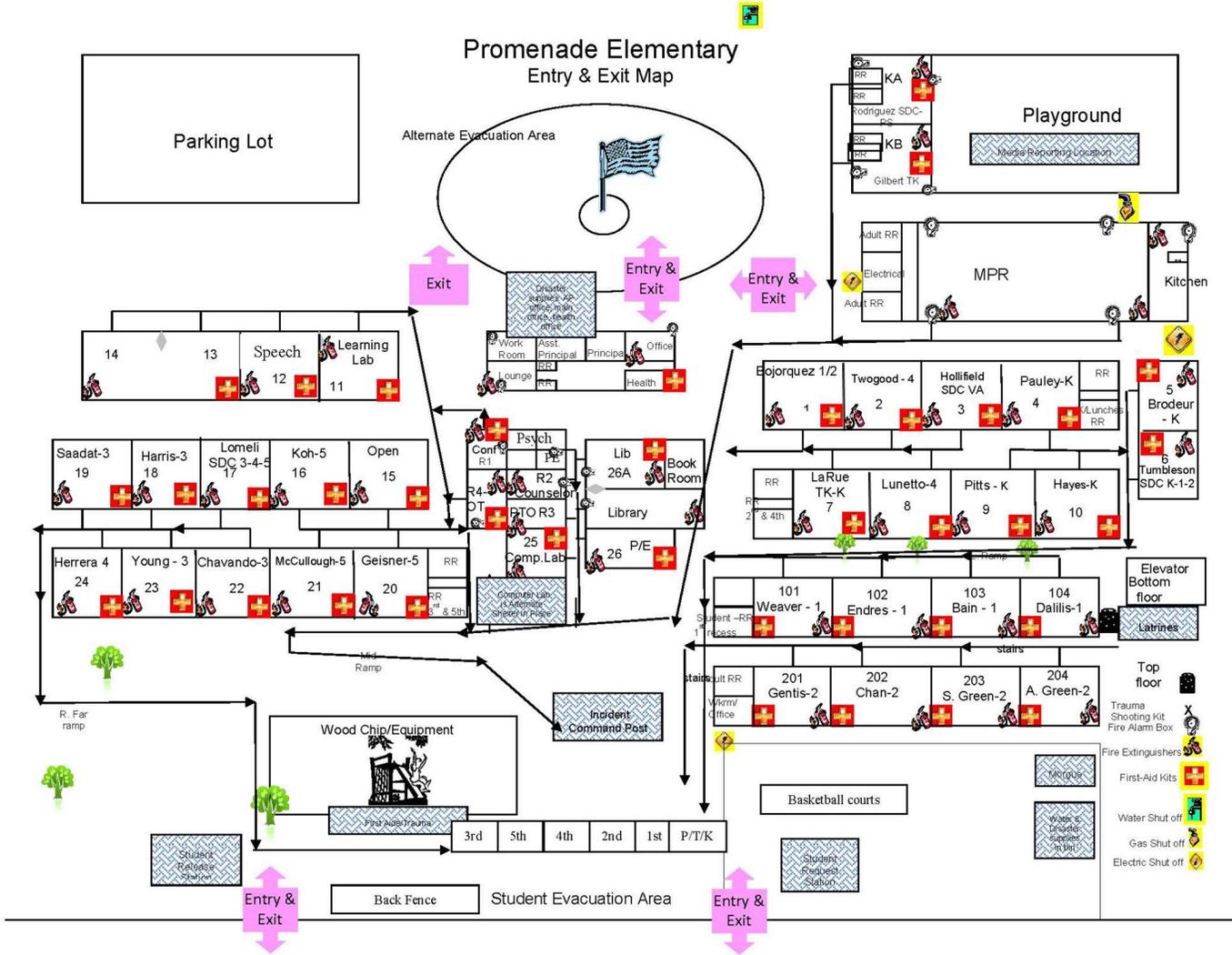
# Procedures for Safe Ingress and Egress

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

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## 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:

Scheduled and unscheduled drills monthly  
Staff Meeting presentations

### 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.

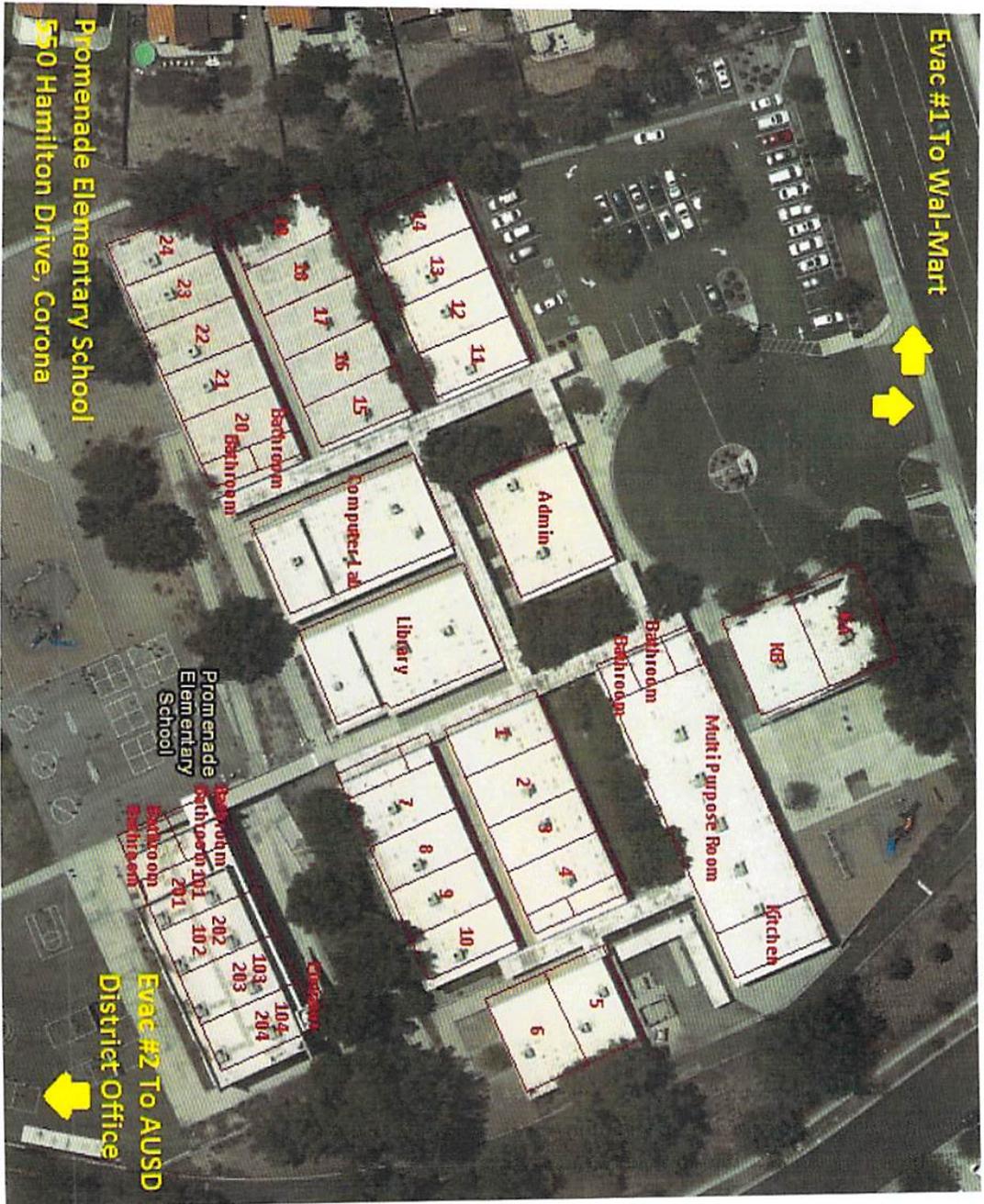
**Training and drills:**

- 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.

### Curtailement 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:

| <b>TRIAGE Priorities</b>            |  |
|-------------------------------------|--|
| <b>Highest Priority - RED TAG</b>   |  |
| 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   |
| <b>Second Priority - YELLOW TAG</b> |  |
| 1.                                  | Major multiple fractures                                       |
| 2.                                  | Back injuries with or without spinal cord damage               |
| <b>Third Priority - GREEN TAG</b>   |  |
| 1.                                  | Fractures or other injuries of a minor nature                  |
| <b>Lowest Priority - BLACK</b>      |  |
| 2.                                  | Obviously mortal wounds where death appears reasonably certain |
| 3.                                  | Obviously deceased   |

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

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

#### Initial contact

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

#### Assess respiration (normal, rapid, absent)

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

#### Assess perfusion (pulse, bleeding)

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

#### Assess Mental Status (commands, movement)

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

### **Automated External Defibrillator (AED)**

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

N/A

### **Operation Summary**

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

## Mass Casualty

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

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

## Order of Succession

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

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

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

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

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

### Order of Succession

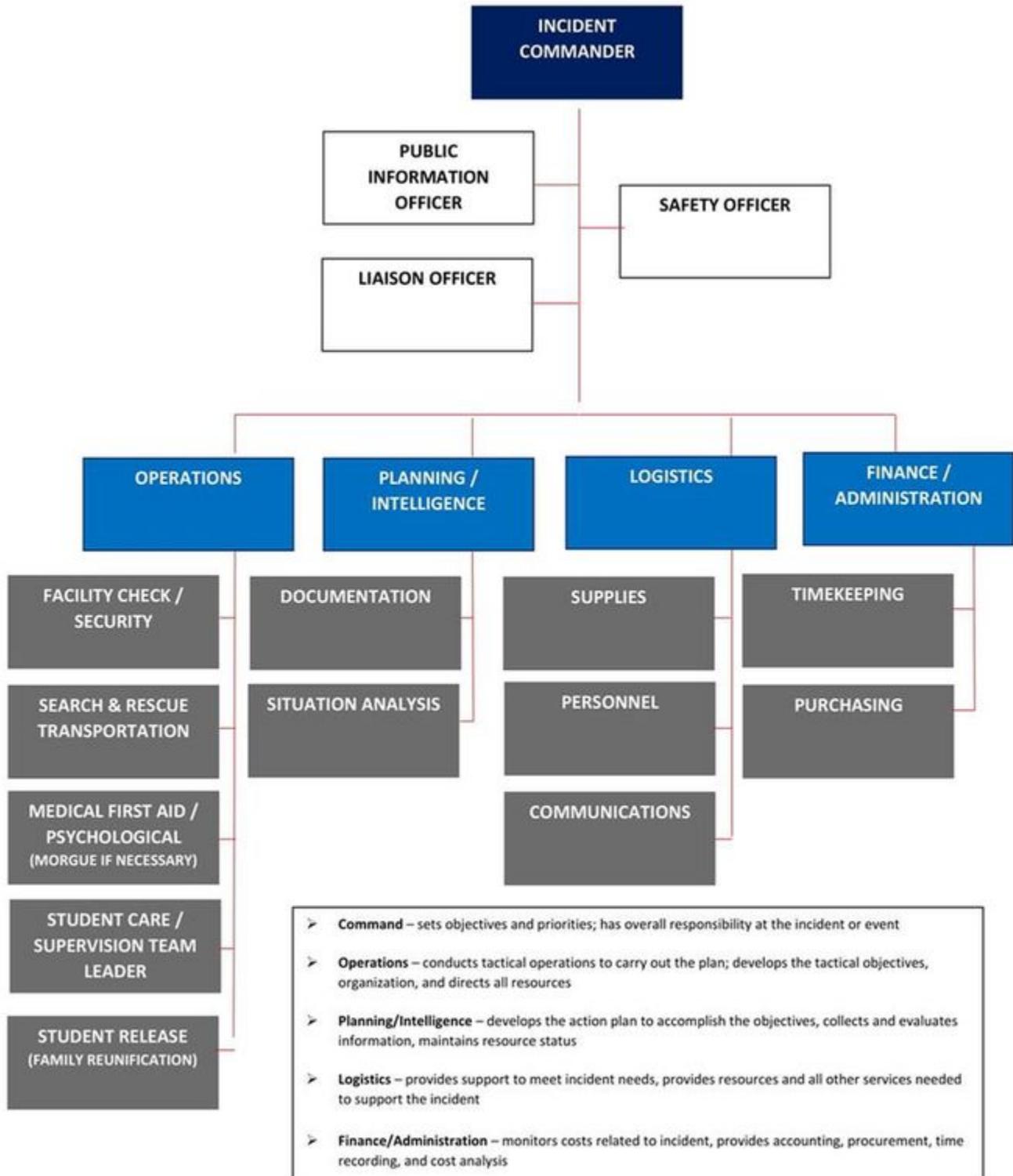
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Heather Goodwin
2. Administrative Designee – Erika Bowden
3. Administrative Designee/Other – Rae'Chel Harris
4. Administrative Designee/Other – Soha Sjostrom

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** – Heather Goodwin

**Incident Commander** – Heather Goodwin

**Safety Officer** – Ed Heveran

**Liaison Officer** – Erika Bowden

**Public Information Officer** – Eric Burris

## OPERATIONS

**Operations Chief** – Heather Goodwin

**Facility Check / Security Lead** – Ed Heveran / Richard Turner

**Search and Rescue Team / Transportation Lead** – Russell Geisner / Gwen Young

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

**Medical First Aid / Psychologist Team Lead** – Hilda Moreno / Eric Burris

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

**Student Care / Supervision Lead** – Erika Bowden / Heather Pitts

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

**Student Release Team Lead** – Elena Renteria

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Greg Twogood

**Documentation** – Shanna Green

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

**Situation Analysis** – Niloofar Saadat

## LOGISTICS

**Logistics Chief** – Rae'Chel Harris

**Supplies Lead** – Yvette D'Arezzo

**Personnel** – Soha Sjostrom

**Communications** – Yesenia Baker

(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** – Sandra Kirley

**Timekeeping** – Sandra Kirley

**Purchasing** – Sandra Kirley

## 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:  |
|--|---|
| KA - Rodriguez (PS SDC), Espinoza (SEA) + Almer (APE)        | KB - Gilbert (TK), D'Arezzo (Campus Sup)                  |
| 1 - Bojorquez (2nd)  | 1 - Twogood (4th)   |
| 3 - Hollifield (4/5 SDC), Martinez (SEA)                     | 4 - Pauley (K)  |
| 5 - Brodeur (K)  | 6 - Tumbleson (TK/K/1 SDC), Munoz (SEA), R4 - Guirao (OT) |
| 7 - La Rue (TK/K)  | 8 - Lunetto (4th)   |
| 9 - Pitts (K)  | 10 - Hayes (1st)  |
| 101- Weaver (1st)  | 102 - Endres (1st)  |
| 103 - Bain (1st)   | 104 - Dalilis (1st)                                       |
| 201 - Gentis (2nd)   | 202 - Chan (2nd)  |
| 203 - S. Green (2nd)   | 204 - A Green (2nd)                                       |
| 11 - Sjostrom (RSP), Bautista (SEA)                          | 12 - Sortor/Eschbach (Speech)                             |
| R Office - Burris (Psych) , Terrell (Campus Sup)             | 16 - Koh (5th),   |
| 17 - Lomeli, SEA (2/3 SDC), Orozco, (SEA)                    | 18 - Harris (3/4)   |
| 19 - Saadat (3rd)  | 24 - Herrera (4th)  |
| 23 - Young (3rd)   | 22 - Chavando (3rd)                                       |
| 21 - McCullough (5th)  | 20 - Geisner (5th)  |
| MPR / Kitchen -Rami, Johnston (CNS), Rivera (Campus Sup)     | 5 ext office - Heveran, Turner, Duran (Custodial)         |
| R Office - Molina (PE), Moore (PE Asst.)                     | R2 - Baker (Counselor)                                    |
| Main Office - Goodwin (Principal), Bowden (Asst. Principal)  | Main Office - Kirley (Secretary), Renteria (Clerk)        |
| Health Office - Moreno (Health Asst), Rodriguez (Campus Sup) | Library - Springstead (Library Asst.), Villarreal (BIA)   |

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



### 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**
  - Maintain all required records and documentation to support the history of the emergency or disaster
  - 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**
  - 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.

### 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.

### 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.

### 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)

### 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.

### 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

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#### Forms:

- Emergency supply inventory
- Assignment Log

### Section: Logistics

## COMMUNICATIONS

#### Responsibilities:

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

#### Personnel:

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

#### Start-Up Actions:

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

#### Operational Duties:

- **Communicate with district EOC per district procedures**
  - 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:**
  - Date
  - Time
  - Originator
  - Recipient
- **Follow communications protocol**
  - 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

### Section: Finance / Administration

#### FINANCE / ADMINISTRATION CHIEF

##### Responsibilities:

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

##### Start-Up Actions:

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

##### Operational Duties:

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

##### Closing Down:

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

##### Equipment / Supplies:

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

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

##### Forms:

- Staff Duty Log

## Appendix – Timekeeping

### Section: Finance / Administration

#### TIMEKEEPING

##### Responsibilities:

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

##### Start-Up Actions:

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

##### Operational Duties:

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

##### Closing Down:

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

##### Equipment / Supplies:

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

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

##### Forms:

- Staff Duty Log

### Section: Finance / Administration

### PURCHASING

#### Responsibilities:

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

#### Start-Up Actions:

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

#### Operational Duties:

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

#### Closing Down:

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

#### Equipment / Supplies:

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

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Alvord Unified School District

# PROMENADE ELEMENTARY SCHOOL

Builds *knowledge*, develops *character*, and embraces *community*

550 Hamilton Drive • Corona, CA • 92879-5851 • (951) 358-1650



Heather Goodwin, Principal

Erika Bowden, Assistant Principal

## School Site Council (SSC) Agenda

January 29, 2021 @ 10:00am

Meeting Location- Virtual via Zoom

<https://us02web.zoom.us/j/81609269913?pwd=M0lNMHFLcUpLeW5uQVl5dkxyZ1lwdz09>

### I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. [Pledge of Allegiance](#)
4. [Welcome and Introductions](#)

### II. Action Items

1. Approve meeting minutes from [December 10, 2020](#)
2. Approve Comprehensive School Safety Plan (CSSP)

### III. [Discussion/Information](#)

1. Budget Reports
2. Training Topics:
  - School Budget / SPSA Actions
3. Single Plan for Student Achievement (SPSA)
  - Monitor / review / update SPSA goals/actions
4. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC / DELAC)
  - Parent Teacher Organization (PTO / PAC)
5. Program Reports
  - Professional Development Opportunities
  - Parent & Family Involvement Opportunities
  - Interventions
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 will be scheduled for February 25, 2021 via Zoom @3pm
3. Adjournment: Action Item

**AB 1747**

# **Comprehensive School Safety Plan**

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## **Rosemary Kennedy Elementary School**

6411 Mitchell Avenue, Riverside CA 92505

(951) 358-1655

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## Introduction

It is the policy of the Alvorð 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 facilities 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

The vandalism report for 2019-2020 shows an indirect fiscal impact of \$620.87 to repair the damages at Rosemary Kennedy Elementary School. The disciplinary data related to suspensions and expulsions shows an increase from 5 suspensions in 2018-2019 to 8 suspensions in 2019-2020. No expulsions were reported.

The absenteeism report reflects kindergarten and second grade as the grades needing more support. In 2018-19, 13.86% of our scholars were absent between 10% to 20% during the school year. 4.95% were absent >= 20% of the school year. In 2019-2020, 20.20% of our kindergarten scholars were absent between 10% to 20% during the school year. Additionally, 5.05% fell under the category of >=20% absenteeism for the school year. All other grades had positive attendance ranging from 84.53% to 91.11%. All cohorts made positive improvements from 2018-2019 to 2019-2020.

The Rosemary Elementary School Healthy Kids survey was not administered in 2019-2020. A Perception Survey was offered at the beginning of the 2020-2021 school year. The following participation was recorded: Transitional Kinder (5 responses), Kindergarten (15 responses), first grade (43 responses), second grade (32 responses), third grade (45 responses), fourth grade (52 responses), and fifth grade (29 responses). 97% of scholars reported that they have enough to eat, 95% get help when they ask, and 87% get enough sleep. Nearly 20% of fourth grade scholars reported not getting enough sleep.

In terms of their perception about school the following percentages reflect scholars choosing well or very well as their response: Transitional Kinder- 40%, Kinder- 73%, First Grade- 72%, Second Grade- 63%, Third Grade- 78%, Fourth Grade- 73%, and Fifth Grade- 72%. Under the category of needing to speak with someone, the following data was collected by grades: Transitional Kinder 100% of 5 scholars; Kindergarteners 47% of 15 scholars; First Grade 58% of 43 scholars; Second Grade 53% of 32 scholars, Third Grade 44% of 45 scholars, Fourth Grade 40% of 52 scholars, and in Fifth Grade 31% of 29 scholars. The greatest area of need to reach out to someone presented itself among scholars in second grade. In order to address this need, the school counselor will make herself available and reach out to the scholars who requested to speak with someone.

## 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.

Total number of suspensions for 2019-2020 was 8. 4 African American males, 3 Hispanic males, and 1 Asian male. This is an increase in comparison to 2018-2019 where 5 suspensions of male students were carried out. No expulsions were reported for Rosemary Kennedy Elementary.

## 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 and Grooming**

Rosemary Kennedy Elementary encourages a climate of high standards, school spirit, and an atmosphere of excellence at our school. Parents who choose not to have their child comply are required to adhere to Board Policy 5132 regarding dress code, grooming, and gang violence.

All students are required to show proper attention to cleanliness, health, neatness, safety, and appropriateness of clothing and appearance for school activities. Clothing which is disruptive to school operations and educational process in general is prohibited. Parents or guardians will be notified whenever a child appears in violation of the dress and grooming policy:

- Dress should be appropriate for the season and the occasion. Extreme styles that may disrupt the educational process or any other school activity is prohibited.
- Clothes must present a well groomed appearance.
- Revealing clothing is not permitted. Under clothes (bras, underwear, etc.) are not to be exposed.
- No halter tops or backless shirts. Straps must be 1" or more in width.
- Shoes must have a back strap. No flip-flops or slippers for safety reasons.
- Sandals may be worn only if they have a front and back strap, according to California Education Code.
- Tennis shoes are encouraged for a safer option, allowing greater participation in Physical Education and other outdoor activities.
- Shoes with wheels are not permitted. If students come to school with wheels on their shoes, parents will be notified and the wheels will be removed.
- Clothing that is offensive or may promote gangs, drugs, or alcohol is not permitted.
- Hats and visors may be worn outdoors for sun protection. Articles may not be altered and must be worn brim forward.
- Gang related headgear and other apparel is prohibited as defined by the school.

## **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:

1. Rosemary Kennedy Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Input from parents will be solicited at monthly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Colt Café meetings throughout the school year
- A site Parent Needs Survey or an online survey will be sent home once a year to all parents in order to allow input from those unable to attend monthly school functions
- This policy will be shared at Back to School Night and at the Annual Title I meeting
- Teachers will share the revised policy with parents
- Revisions of the Parent Involvement Policy will also be shared with parents through emails, Peachjar, website, virtually, or via hard copies sent home.

2. Rosemary Kennedy Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- The Parent Involvement Policy will be distributed at the beginning of the school year.
- Teachers will distribute the policy during the first month of school
- Copies of the Parent Involvement Policy will be available in the main office
- During data confirmation (re-registration)

3. Rosemary Kennedy Elementary will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- The Parent Involvement Policy will be reviewed, revised, and approved every year
- Review of the Parent Needs Survey, school academic achievement, parental concerns, and safety issues will assist us in promptly reviewing the Parent Involvement Policy

## Collaboration Strategies

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

Rosemary Kennedy Elementary partners with our School Resource Officer to ensure that positive relationships are established between the community and law enforcement. Rosemary Kennedy Elementary collaborates with the Wylie Center Outreach Counseling program to provide support for our scholars and families. District Attorney presentations for parents and scholars are offered at Rosemary Kennedy Elementary. The McKinley Youth-Family-Community Center partners with Rosemary Kennedy to provide resources for the community.

## Prevention and Intervention Strategies

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

### Maintain a School Culture Free of Violence

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

### Suicide Prevention

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

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

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

Project Wisdom for morning announcements

Second Step Curriculum is used by our counselor

After School Programs provided by Half- Time in collaboration with community agencies.

Supports depending on the tiered need of our scholars provided by school psychologists and counselors.

PBIS

Behavior Interventions which include monitoring and support by our SST team.

Parent Classes

Support from McKinley Center and Wiley Center.

Drug Awareness Week

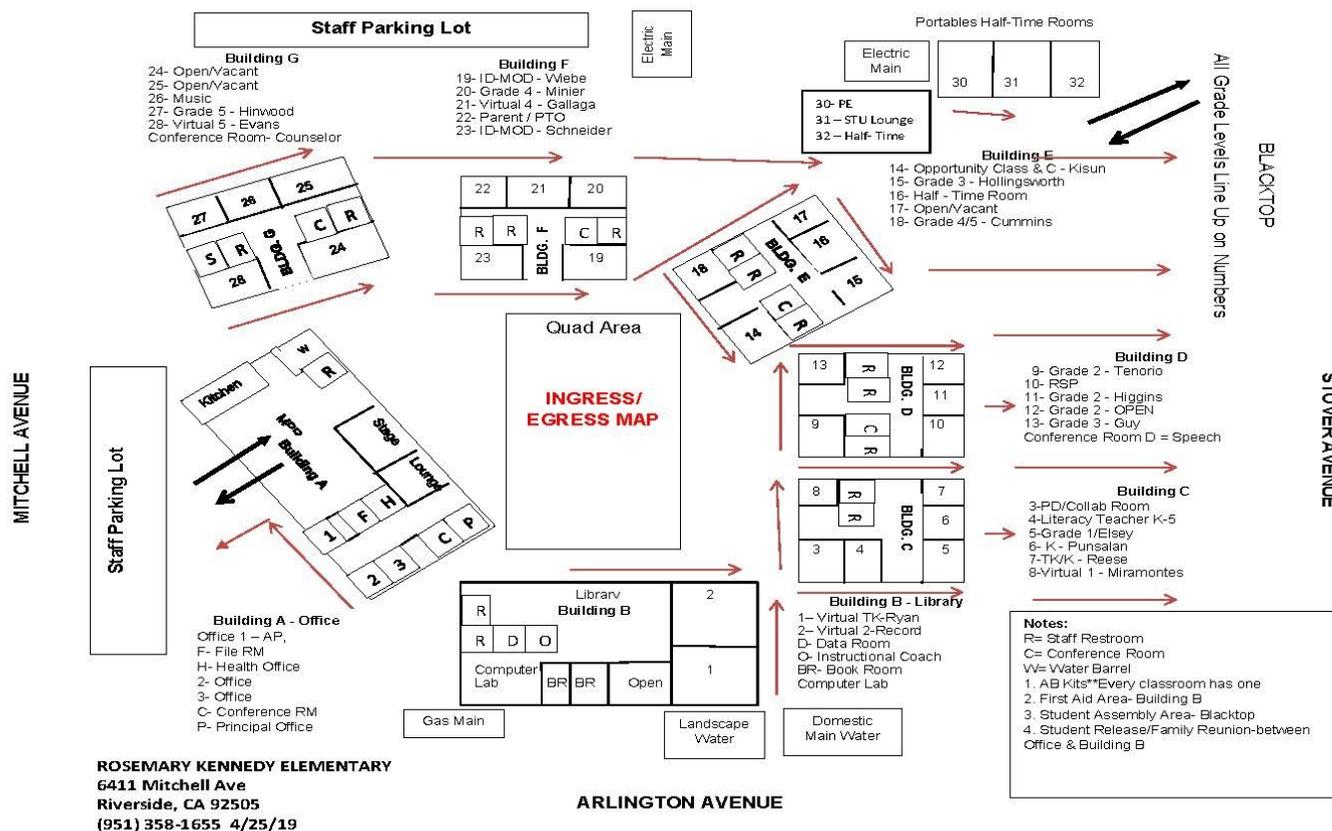
Bully Prevention Week  
Comprehensive School Safety Plan  
Kindness Week  
Unity Day  
College Week  
Career Week  
Weekly attendance meetings  
AVID  
Data Chats  
Family Engagement Week  
Art Club  
Lunch with the counselor  
Collaborate with CPS to promote social and emotional wellbeing of scholars

# 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 Meetings, Google Shared Drive, and emailed a PDF copy of the Safety Plan

### 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:

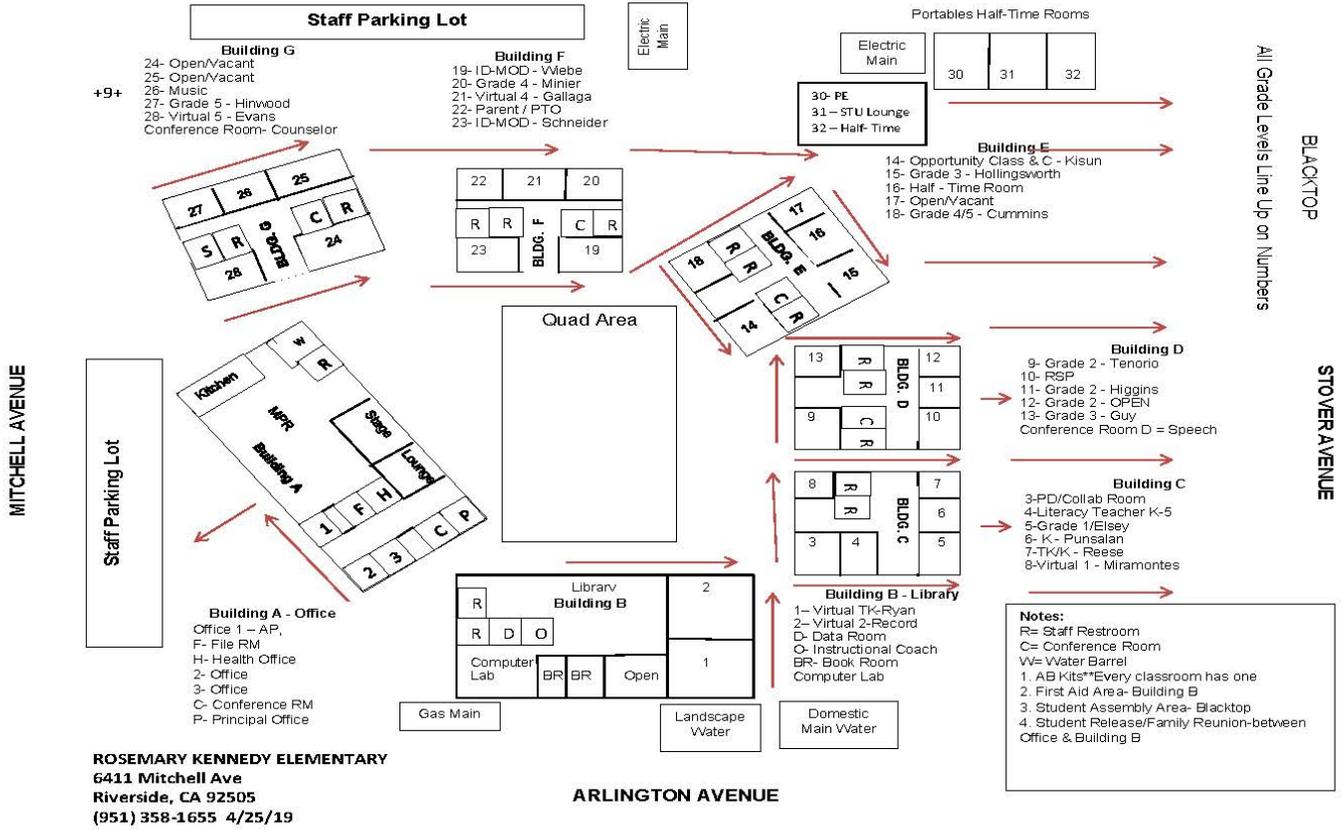
- Notify the Superintendent of the campus evacuation.

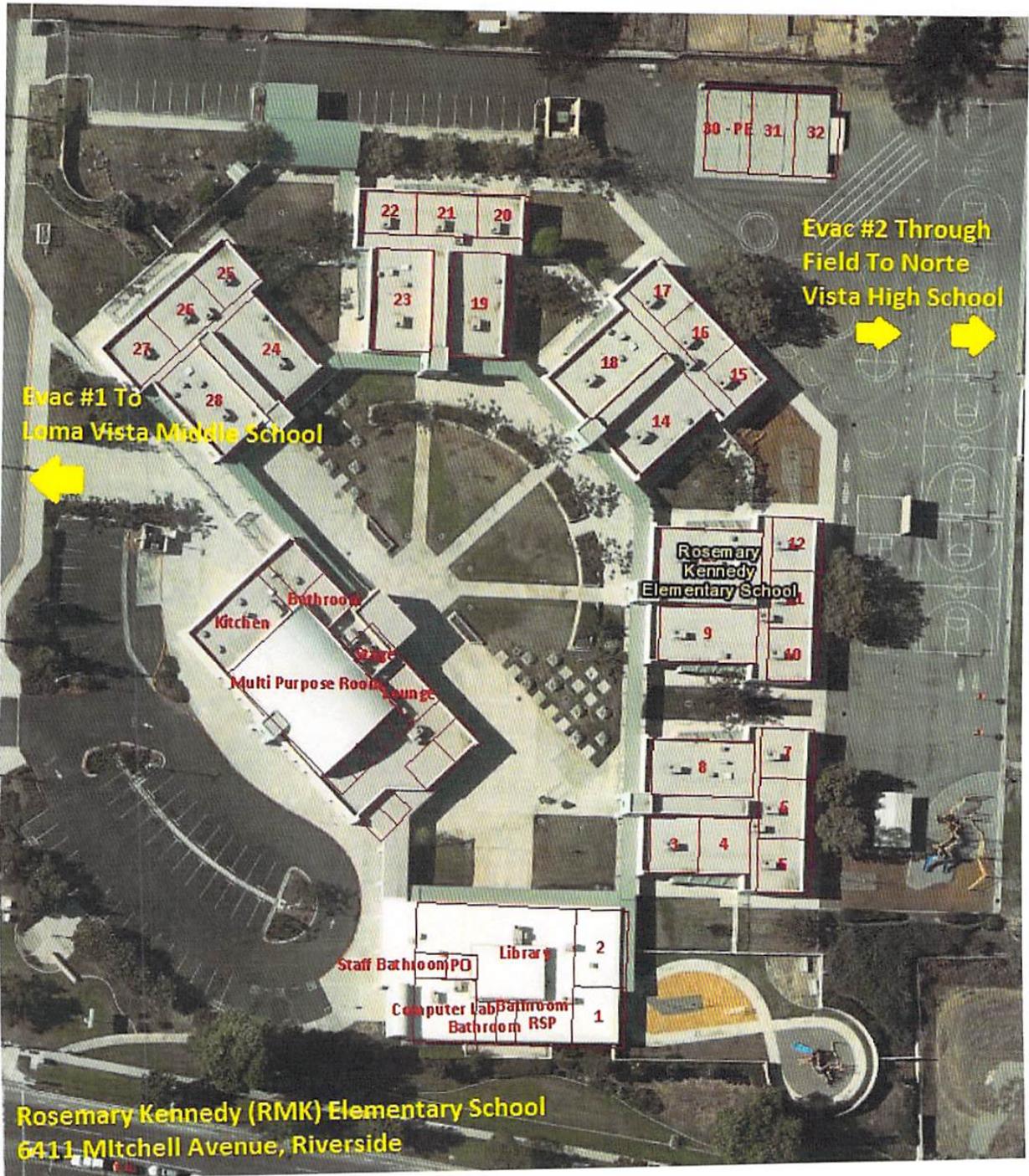
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

### **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.

### Curtailement 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.

### 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:

| <b>TRIAGE Priorities</b>            |  |
|-------------------------------------|--|
| <b>Highest Priority - RED TAG</b>   |  |
| 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   |
| <b>Second Priority - YELLOW TAG</b> |  |
| 1.                                  | Major multiple fractures                                       |
| 2.                                  | Back injuries with or without spinal cord damage               |
| <b>Third Priority - GREEN TAG</b>   |  |
| 1.                                  | Fractures or other injuries of a minor nature                  |
| <b>Lowest Priority - BLACK</b>      |  |
| 2.                                  | Obviously mortal wounds where death appears reasonably certain |
| 3.                                  | Obviously deceased   |

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

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

#### Initial contact

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

#### Assess respiration (normal, rapid, absent)

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

#### Assess perfusion (pulse, bleeding)

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

#### Assess Mental Status (commands, movement)

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

### **Automated External Defibrillator (AED)**

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

N/A

### **Operation Summary**

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

## Mass Casualty

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

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

## Order of Succession

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

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

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

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

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

### Order of Succession

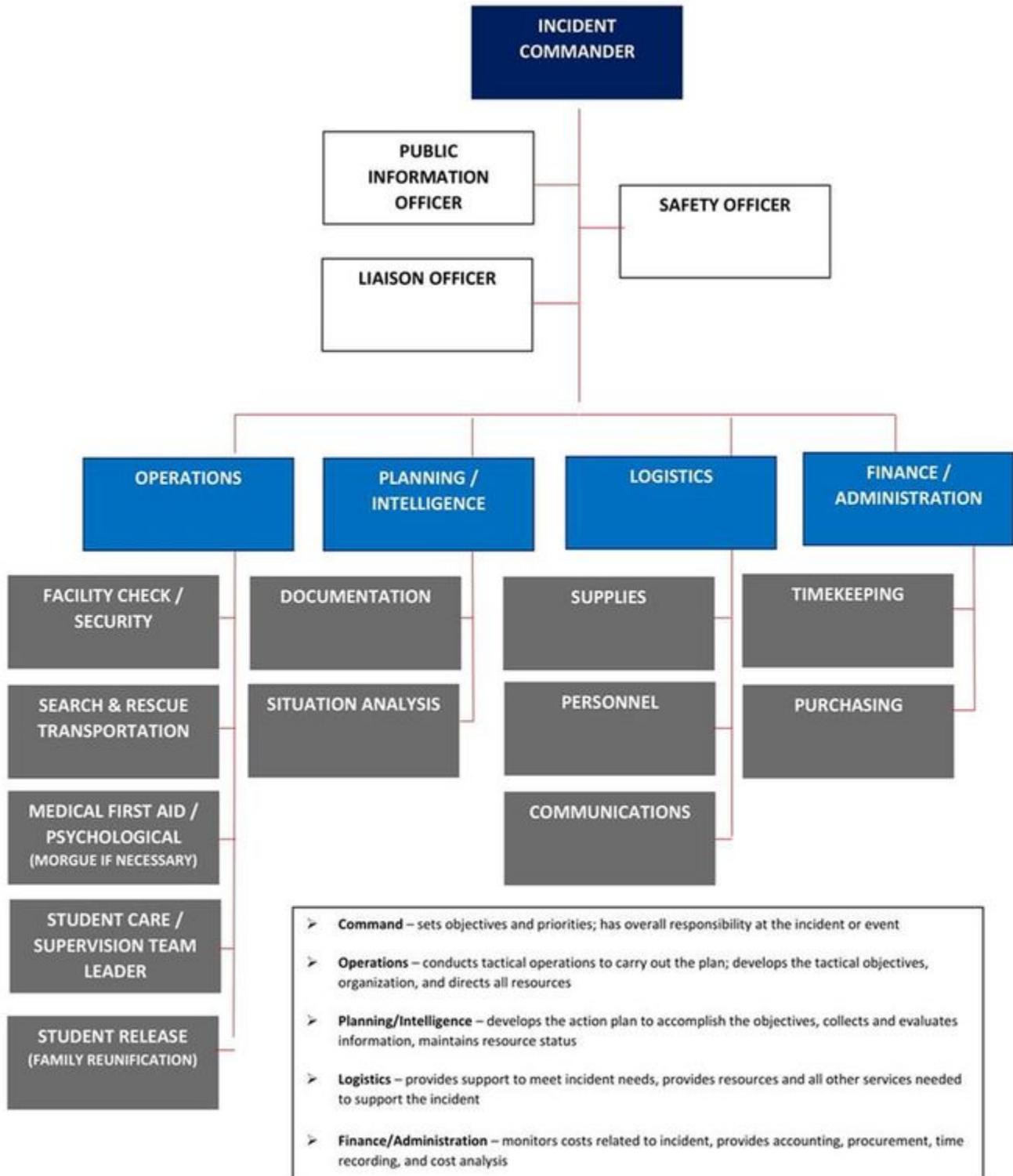
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Jason Burns, Principal
2. Administrative Designee – Wendy Lopez, Assistant Principal
3. Administrative Designee/Other – Karen Wang, Instructional Coach
4. Administrative Designee/Other – John Evans, Teacher

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

# Incident Command Center

## SEMS / NIMS Structure



## Emergency Operations Center – Team Assignments

**Principal** – Jason Burns, Principal

**Incident Commander** – Jason Burns- Principal

**Safety Officer** – Wendy Lopez- Assistant Principal/ Jason Burns- Principal

**Liaison Officer** – Karen Wang- Instructional Coach

**Public Information Officer** – Jason Burns- Principal/ Brooke VanHoogmoed- Counselor

## OPERATIONS

**Operations Chief** – Sara Wheaton- RSP Teacher

**Facility Check / Security Lead** – Roger Garcia- Custodian

**Search and Rescue Team / Transportation Lead** – Alyse Rogers- Psychologist

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

**Medical First Aid / Psychologist Team Lead** – Julie Biggio- Health Assistant

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

**Student Care / Supervision Lead** – Martha Gallaga- Teacher

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

**Student Release Team Lead** – Dianne Najera- Clerk

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Karen Wang - Instructional Coach

**Documentation** – Ximena Barba-Speech & Language Pathologist

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

**Situation Analysis** – Nadia Templeton- Teacher

## LOGISTICS

**Logistics Chief** – John Evans-Teacher/ Roger Garcia-Custodian

**Supplies Lead** – Brooke VanHoogmoed- Counselor

**Personnel** – Jason Burns-Principal/ Wendy Lopez- Assistant Principal

**Communications** – Jason Burns- Principal/ Brooke VanHoogmoed- 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** – Ramona Valenzuela

**Timekeeping** – Dianne Najera- Clerk

**Purchasing** – Ramona Valenzuela- Secretary

## Buddy Roster

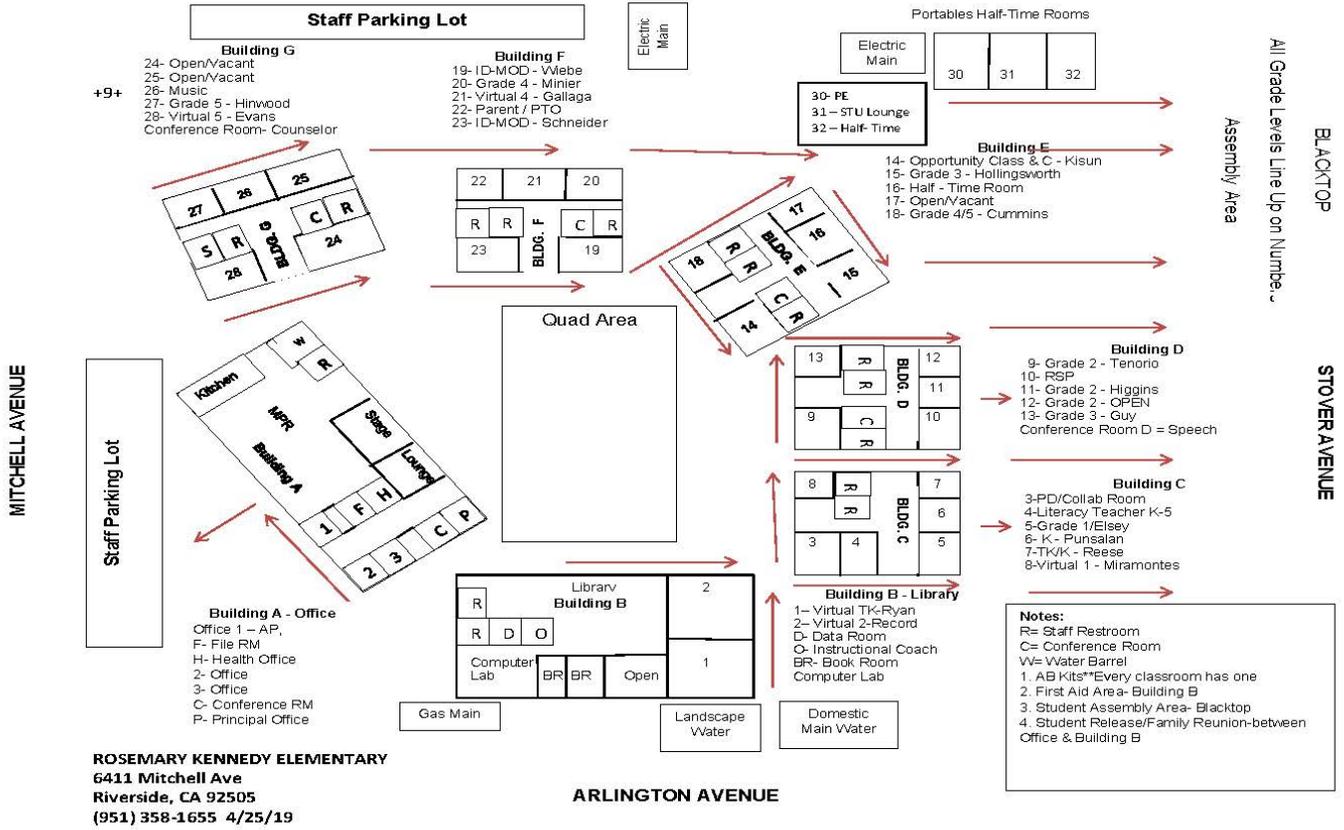
Each staff member will locate and attempt to determine whether their buddy has been injured in the emergency or may be off site. If a buddy cannot be located, that information should be given to the Logistics Chief who will inform the Search and Rescue Lead to alert the Search and Rescue Teams to look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

| Staff From Room:                     | Staff From Room:                             |
|--------------------------------------|--|
| Rm.1 Ryan                            | Rm. 2 Record                                 |
| Rm. 7 Reese                          | Rm. 8 Miramontes                             |
| Rm. 5 Elsey                          | Rm. 6 Punsalan                               |
| Rm.9 Tenorio                         | Rm. 13 Guy                                   |
| Rm. 12 Granito                       | Rm. 11 Higgins                               |
| Rm. 10 Wheaton                       | Conference Rm. D: Barba                      |
| Rm. 14 Kisun                         | Rm. 16 Half-Time                             |
| Rm. 15 Hollingsworth                 | Rm. 18 Cummins                               |
| Rm. 19 Weibe                         | Rm. 23 Schneider                             |
| Rm. 20 Minier                        | Rm. 21 Gallaga                               |
| Rm. 27 Hinwood                       | Rm. 28 Evans                                 |
| Conference Room Building G: Mrs. Van | Building A, front office: Admin Burns, Lopez |
| Rm. 4 Templeton                      | Library: Wang                                |
| Library: Vasquez                     | Library: Rogers                              |
| Custodial Staff: Garcia              | Food Service Worker: Taylor and Rodriguez    |
| Bilingual Aide: Huerta               | RSP Aide: Rattray                            |
| Campus Supervisors: Hollis and Mora  | Campus Supervisors: Story and Guerrero       |
| Health Clerk: Biggio                 | Secretary/Clerk: Valenzuela; Najera          |
| P.E.: Maeda                          | P.E. Assistant: Hillier                      |

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



### 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**
  - Maintain all required records and documentation to support the history of the emergency or disaster
  - 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**
  - 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.

### 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

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## 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)

### 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.

### 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**
  - 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:**
  - Date
  - Time
  - Originator
  - Recipient
- **Follow communications protocol**
  - 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

### 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.

**Rosemary Kennedy Elementary School  
School Site Council Meeting Agenda  
January 28, 2021  
Meeting Location: Virtual via Zoom Time: 3:00 p.m.**

Join Zoom Meeting

<https://zoom.us/j/92922967735?pwd=cURZTzhmZVZ5ckwvQVRrRDcxaEF0dz09>

**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 15, 2020
2. Approve RMK Comprehensive Safe Schools Plan for 2020-21

**III. Discussion/Information**

1. RMK Comprehensive Safe Schools Plan
2. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)
  - District Parent Advisory Committee (PAC)
3. Program Reports
  - Professional Development
4. 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 Thursday, February 25, 2021
3. Adjournment: Action Item

**Rosemary Kennedy Elementary School  
School Site Council Meeting Minutes  
January 28, 2021  
Meeting Location: Virtual via Zoom**

**I. Introductory Procedure**

1. Call to Order
  - a. The meeting was called to order at 3:05 p.m.
2. Establishment of Quorum
  - a. Members in attendance: Jason Burns, Jennifer Guy, Nadia Templeton, Tamara Record, Brittany Reese, Ana Cervantes, Angie Barajas, Brynn Pellegrino, & Sara Wheaton
  - b. Quorum was established with 9 members
3. Pledge of Allegiance was conducted by SSC
4. Welcome and Introductions were made

**II. Action Items**

1. Approve Minutes from December 15, 2020
  - a. Meeting Minutes from 12/15/20 were shared and reviewed
  - b. Motion made by Brynn Pelligrino
  - c. Second by Brittany Reese
  - d. Carried by 9-0 vote
2. Approve RMK Comprehensive Safe Schools Plan for 2020-21
  - a. RMK Comprehensive Safe Schools Plan was shared and reviewed
  - b. Motion made by Jennifer Guy
  - c. Second by Ana Cervantes
  - d. Carried by 9-0 vote

**III. Discussion/Information**

1. RMK Comprehensive Safe Schools Plan
  - a. Notes-Plan was provided, shared, and reviewed by SSC
2. Reports from Parent Committees
  - a. English Learners Advisory Committee (ELAC)
    - Notes- Meeting was held 1/21/21. A training was held for parents to use online resources at home using the district website. School Attendance was also reviewed. A report from the DELAC meeting was shared. RMK Parents and staff will have the option to attend the CABE conference.
  - b. Parent Advisory Committee (PAC)
    - Notes- PAC reviewed the district dashboard. Also collected input for LCAP for 2021-24. A thoughtexchange was discussed as a way to collect broader input.
3. Program Reports

- Professional Development-RMK had an ELD Training on 1/22/2021 in which journaling and writing were discussed. Students need a voice and this will be an important aspect to consider when addressing a re-entry plan.
4. Principal's Report
    - a. We must get our library books back! There are over 300 unaccounted library books that have been missing since spring and we need parents to help in the collection efforts.

#### **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
  - a. SSC will need to review our School Accountability Report Card (SARC)
2. The next SSC meeting is scheduled for Thursday, February 25, 2021
3. Adjournment: Action Item
  - a. Motion by Tamara Record
  - b. Second by Angie Barajas
  - c. Carried by 9-0 vote

**AB 1747**

# **Comprehensive School Safety Plan**

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## **Phillip M. Stokoe Elementary School**

4501 Ambs Dr., Riverside CA  
(951) 358-1640

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## Introduction

It is the policy of the Alvorð 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 recover.

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

#### Discipline

Data for suspensions indicates that the number of suspensions increased significantly (8 students) between the 2018-2019 school year and the 2019-2020 school year. According CA Dashboard reports for suspensions in 2019 our students are at a low status which corresponds with the yellow performance gauge. CA Dashboard reports indicate that 0.9% of students were suspended at least once. Student group suspension trends: SED--0.9%, EL--0.4%, Hispanic--1.1%, African American--0.0%, SWD--1.8%, and White--0.0%. The percent of Stokoe students suspended at least once increased by 0.3%. Student group trends: SED--increased by 0.3%, EL--maintained at 0%, Hispanic--increased by 0.8%, African American--declined by 1.5%,SWD--maintained at 0.1% and White--declined by 1.7%. Suspension reports from Aeries indicate an unduplicated pupil count of 3 suspensions for the 2019-2020 school year.

## Attendance

Stokoe average daily attendance (ADA) rates have increased slightly over the past three years. Due to school closure, we do not have a full year of data to analyze for 2019-2020. Based on ADA rates from months 1-8 this year, attendance has increased slightly by 0.36%. ADA rates were 95.97% in 2018-18 and 96.10% in 2018-19. Monthly ADA trends from Aeries in 2019-2020: Month 1 96.84%; Month 2 96.56%; Month 3 96.04%; Month 4 94.77%; Month 5 94.07%; Month 6 94.20%; Month 7 94.95%; Month 8 99.20%. CALPADS reports for 2019-2020 indicate an unduplicated student enrollment of 717 students. 61.23% of those students were absent less than 5% of days; 27.06% of students were absent between 5-10% of days; 10.6% of students were absent between 10-20% of days; and 1.12% of students were absent more than 20% of days. CA Dashboard reports for chronic absenteeism in 2019 indicate that 11.9% of our students are chronically absent. Chronic absenteeism trends by student groups: White--18.6%, Hispanic--11.5%, SED--12.9%, African American--10.0%, SWD--14.4% and EL--7.4%. The percent of Stokoe students who are chronically absent increased by 1.6% compared to previous year Student group trends: White--increased by 2.0%, Hispanic--increased by 0.9%, SED--increased by 2.0%, African American--increased by 4.1%, SWD--increased by 4.6% and EL--increased by 0.8%. Our students are at a high status and increased by 1.6% which corresponds with the orange performance gauge. Data indicates an ongoing need for a comprehensive attendance incentive plan.

## Property Damage

There have been minimal incidents of property damage over the past 2 years. The most common issue is graffiti. There were approximately 5 incidents in the 2019-2020 school year that required clean up for property damage of graffiti which required 28 hours of labor with an estimated cost of \$755 to repair. This school year, during school closure, there have been 4 incidents of graffiti. 2 windows have been broken on campus over the past 2 years.

## Surveys/Perceptions

Due to school closure, school climate surveys were unable to be fully administered and analyzed. Data from parent surveys in 2018-2019 indicates that parents feel rules are clearly communicated and enforced fairly 100% of the time; that incidents of physical violence are not a problem 71% of the time; and that school is safe 100% of the time. Data from the 2018-2019 CHKS indicates that students feel that rules are clearly communicated 79% of the time; that students are treated fairly when rules are broken 36% of the time; and that they engage in positive behaviors 88% of the time (but 57% report that they have engaged in acts of physical or verbal aggression); and that they feel safe at school 67% of the time. Data indicates an overall positive school climate and low number of discipline incidents. However, ongoing character development lessons and conflict resolution lessons are also needed to maintain the number and frequency of student discipline incidents.

## 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.

## Stokoe Elementary Dress Code Policy

All students in grades T K-5th must comply with the mandatory dress code for Stokoe Elementary School. The dress code is vital to insure personal safety, to create a positive learning environment, and to discourage classroom disruptions or distractions. Outward appearances that are radical, unusual and draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students. All Stokoe staff is responsible for assuring that all students follow the dress code. Changes may be made during the school year.

Modesty should be maintained by both genders at all times.

### Dress Code Requirements for All Students:

- Students are expected to be neat and clean. Modesty must be maintained at all times.
- Shoes must be worn at all times. Footwear with a substantial sole and an enclosed toe and enclosed heel are required. Roller skates/shoes and heels are not permitted.
- Skirts and shorts must reach at least mid-thigh in length.
- Tops must have a 2 inch wide strap and not expose bra straps. Aerobic style clothing, bare midribs, halter tops, tube tops, strapless tops, net tops, see through clothing, clothing with holes in the shoulders, spaghetti straps, and low cut necklines are not permitted.
- Oversized, baggy fitting and low-slung pants or shorts are not allowed. Pants must be worn at the waist at all times.
- Jewelry which creates a health and safety hazard is not permitted. (ie Long earrings, hoop earrings) Facial piercings, other than the ears, are not permitted. Spiked earrings are prohibited.
- Plain Baseball hats (brim forward), beanies, berets, and sunglasses may be worn outside but are not to be worn in the classroom or inside any building. Skull caps and doo rags are not allowed.
- Gang attire of any kind is not permitted. This includes clothing with writing promoting or relating to gang activity, bandanas, stocking caps, hair nets and mittens with the fingers cut off.
- Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) containing emblems, lettering or pictures promoting gangs, tagging, drugs, alcohol, tobacco, sex, death, mutilation, violence, and/or messages with double meanings are not permitted. We expect that the clothing reflects positive messages.
- Clothing which has been altered in an inappropriate manner (torn, written on or personalized) will not be allowed.
- Students may not wear make-up or have excessive hairdos, emblems or jewelry.
- Hairdos including extremely unusual styles, or bleaches, colored hairspray, glitter, dyes or radical tints significantly different than the student's natural color are not allowed. Mohawks must be one inch or less.

- Chains, including wallet chains are not allowed.
- Temporary tattoos need to be covered.
- Pajamas and slippers are not appropriate attire for school.
- Undergarments must be worn and covered at all times.
- Students may not change clothes at school (including at Halftime)

#### NON-COMPLIANCE FOR DRESS CODE

Final decisions as to whether student dress and grooming is inappropriate shall be made by the principal or designee. The following progressive interventions will be followed:

1. Verbal warning—child may be required to turn shirt inside out or borrow school shirt
2. Notice sent home with student for return with parent signature
3. Phone call home—parent may be expected to bring appropriate clothing
4. Loss of privileges in classroom or recess
5. Referral to office
  - a. Student may be required to change clothes
  - b. An appointment may be scheduled with parent to form

## **Drug Free Expectations**

### **Alcohol and Other Drugs**

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

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

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

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

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

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

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

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

### **Instruction**

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

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

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

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

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

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

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

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

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

### **Intervention, Referral, and Student Assistance Programs**

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

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

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

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

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

### **Enforcement/Discipline**

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

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

## Parent Involvement Strategies

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

Parents are an integral part of a child's education. Our goal at Stokoe Elementary School is to ensure that our students develop their full potential, socially, academically and physically. We are committed to creating an atmosphere for learning and for developing social responsibility. Each student is encouraged to take responsibility for his or her own learning and behavior. We urge parents and guardians to be actively involved in supporting our efforts in learning and discipline. School-wide expectations have been developed to provide a safe and secure learning environment. It is the responsibility of each parent and teacher to instruct the students in proper behavior at school and to be consistent in the enforcement of these rules. The consequences and disciplinary actions have been carefully considered and will be enforced if expectations are not met.

Stokoe Elementary School will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- Parent workshops at a variety of times
- Family Nights
- College and Career Events (Career Day)
- Parent-Teacher Conferences
- Blackboard Connect—Parent Phone Messages
- Annual Title 1 Meeting
- TK/Kinder Camp
- CAFE Conference
- Principal's Coffee Meetings
- ELAC, SSC, ATP and PTO Meetings
- Student Success Team (SST) Meetings
- Running Rockets/ 100 Mile Club
- Parent Involvement Week
- Peach Jar

## Collaboration Strategies

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

Stokoe is committed to collaborating and developing partnerships with organizations in the community. We work closely with our site assigned School Resource Officer (SRO) to assess and identify potential security issues and to remediate and resolve any incidents involving crime and violence. In addition, our SRO typically works to develop relationships with our school community by participating in Career Day and other events on campus. Our school counselor works closely with all staff, parents and families to provide resources, support and services as needed for mental health or safety. We also partner with local outreach organizations, such as Wylie Center, Care Solace and the MFI Recovery Center to provide training opportunities and resources.

## Prevention and Intervention Strategies

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

### Maintain a School Culture Free of Violence

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

### Suicide Prevention

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

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

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

Stokoe students are expected to show outstanding character in all they do. Stokoe has adopted the Character Counts curriculum and students are expected to demonstrate the following traits: trustworthiness, respect, responsibility, fairness, caring and citizenship. In addition, we utilize Second Step and Boys Town curriculum to ensure students develop needed social skills. Students are encouraged to use problem solving strategies when conflict arises. Last year, we adopted the Playworks curriculum to support positive social interactions through games during recess. Our students participate annually in several events designed to educate, promote and encourage healthy life choices such as Red Ribbon Week, Bullying Prevention Month, Kindness Week, and Career Day. Our school counselor also provides a variety of services including: social-emotional classroom guidance lessons, intervention (small group counseling), attendance intervention supports, student council, friendship group, lunch bunch groups, individual (crisis) counseling, family support services and teacher support. All of these things are part of our comprehensive Positive Behavior Intervention Supports (PBIS) program.

One of the ways we encourage students to strive for their best is through positive reinforcement and incentives. It is our goal to motivate and encourage students to strive for excellence and to engage in ongoing improvement by celebrating student achievement and success in a variety of ways.

We use a perfect attendance incentive program here at Stokoe. Classes with perfect attendance are announced daily. Each day that all students are present and on time, teachers color a letter in the "On Time, All the Time" poster. Once each letter is colored, classes receive a popcorn party. Students who have perfect attendance each month will receive a "brag tag" and are invited to participate in "Principal's Recess". Students who have perfect attendance for each semester will receive a medal. Finally, if a student has perfect attendance for the entire year, a trophy will be awarded.

In addition, we recognize students on a monthly basis for academic achievements. Each month during Flag Ceremonies, a student who demonstrates academic excellence is chosen by their teacher to receive a "Student of the Month" or "STEM" award. In addition, at each monthly Flag Ceremony, a student who best demonstrates these character traits is chosen by their teacher to receive a "Citizen of the Month" award. During Semester Awards ceremonies, student awards are presented for ELA, Math, Improvement and Honor Roll. We also recognize and celebrate student growth and achievement on standardized exams during our annual SBAC Awards ceremony.

## Procedures for Safe Ingress and Egress

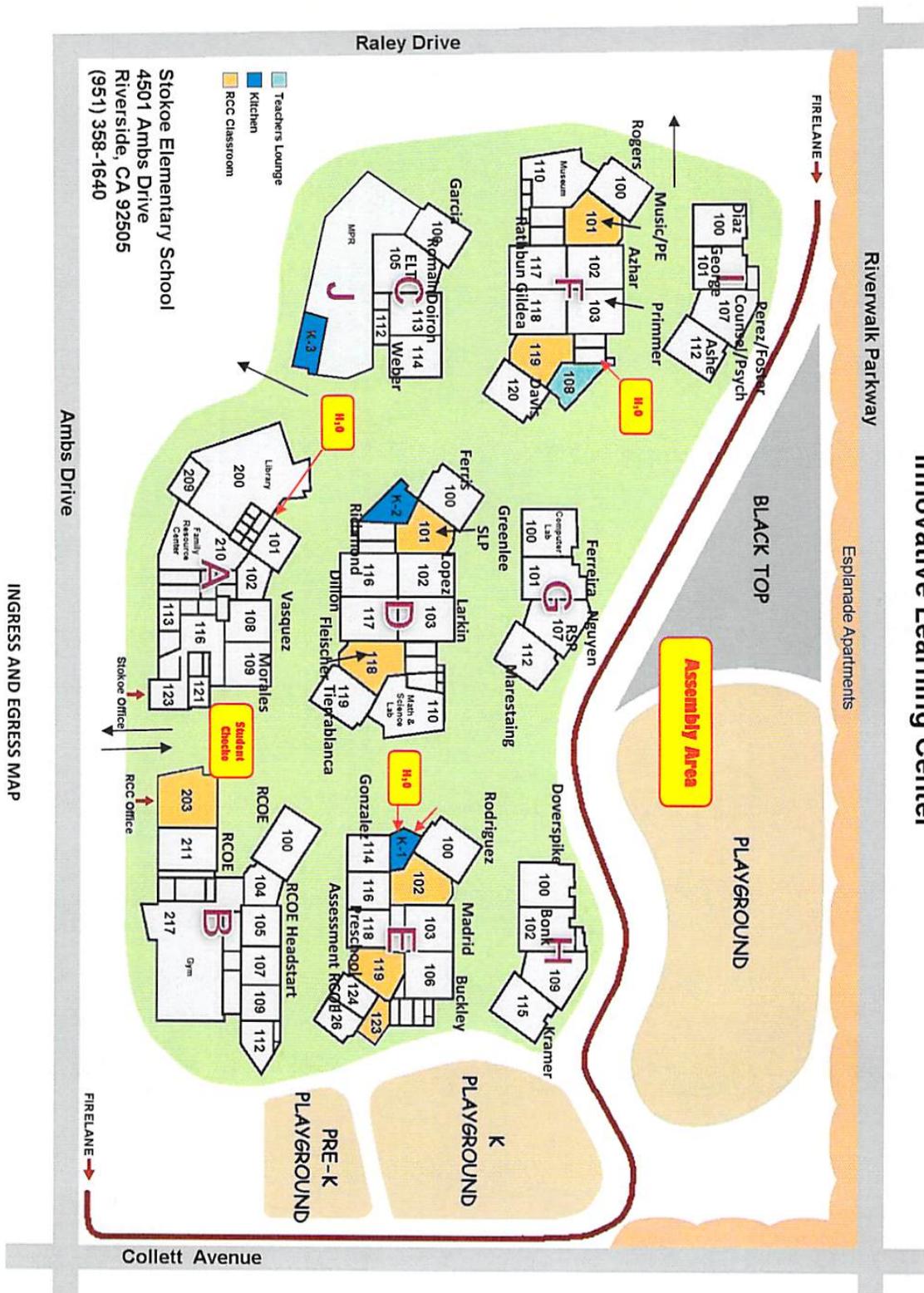
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or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

# 2020-2021 Stokoe Elementary School Innovative Learning Center



Updated: 8/2/2018

INGRESS AND 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:

Annual review of safety procedures occurs during staff meeting at beginning of the year. Procedures are revisited as needed throughout the year.

### 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.

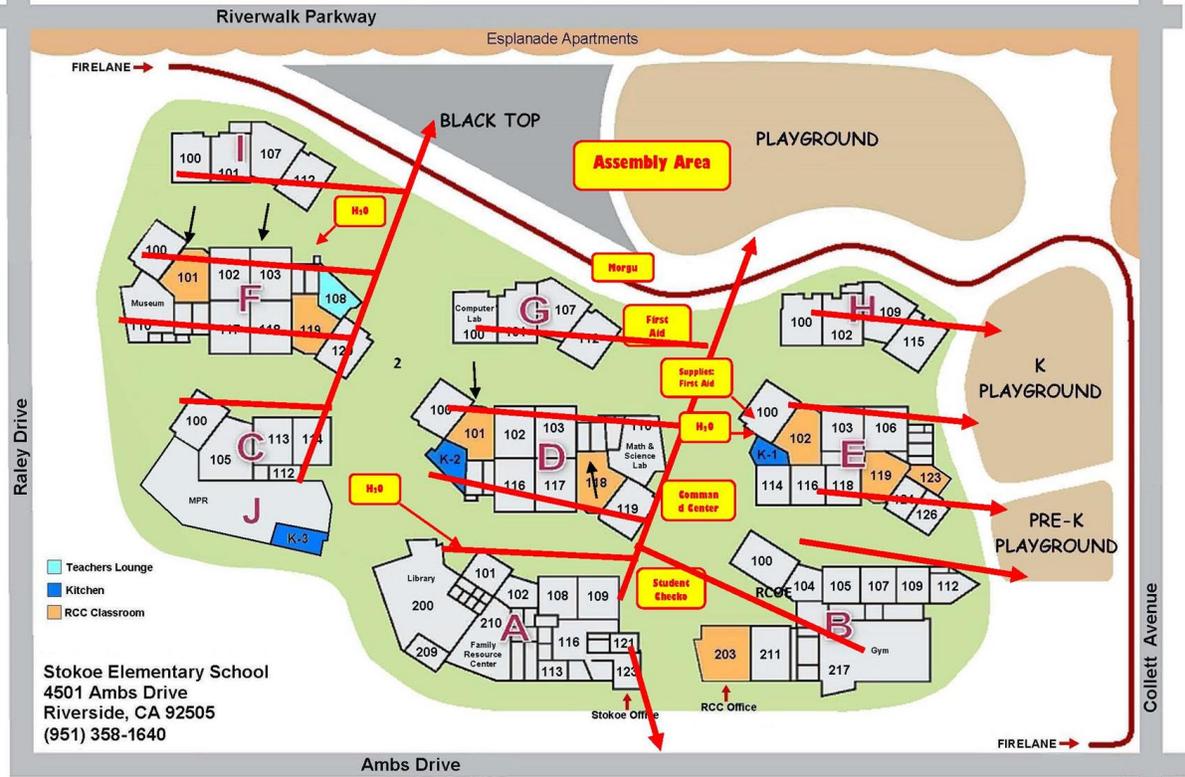
#### **Training and drills:**

- 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.

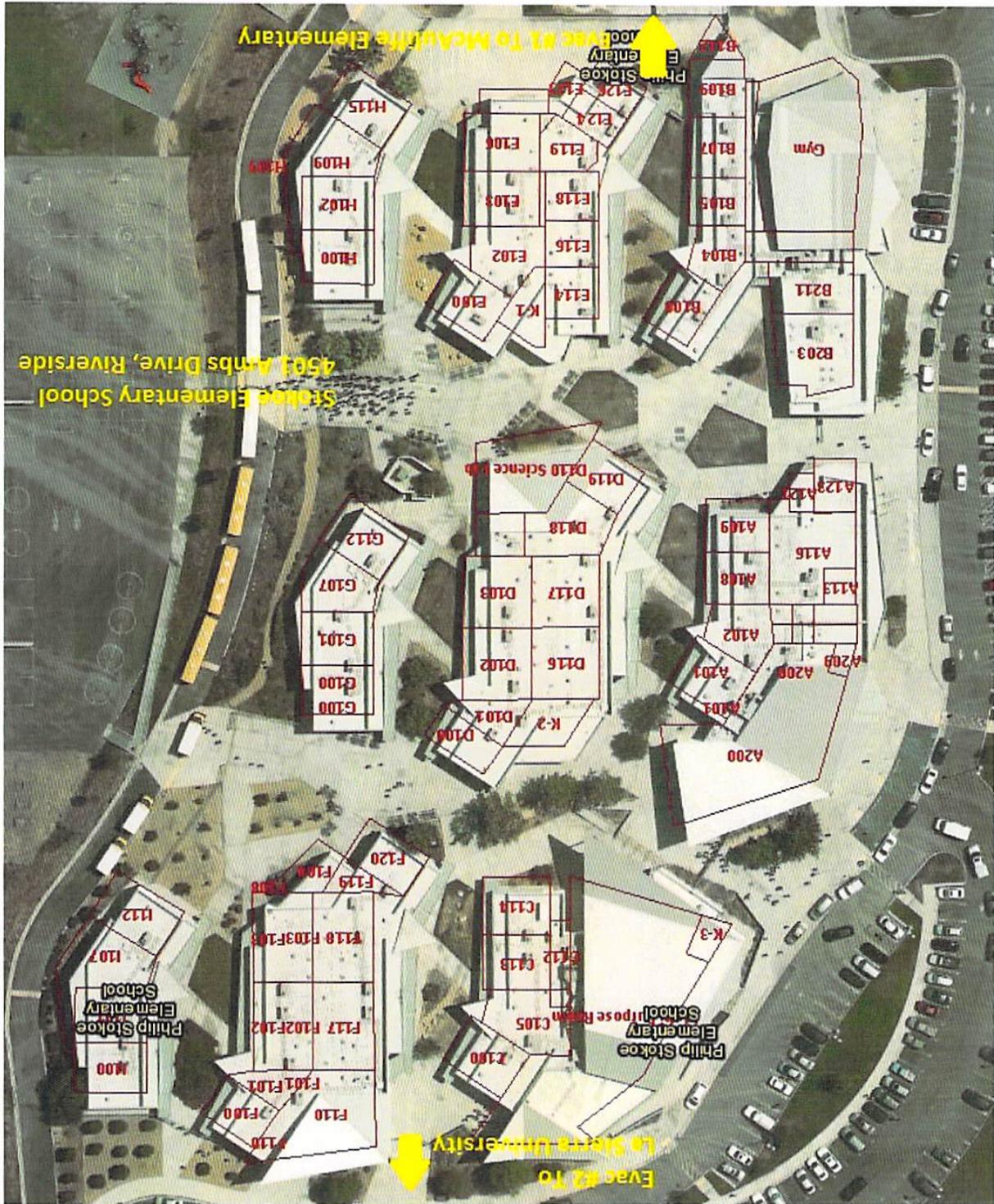
#### **Equipment and supplies:**

- 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.

# Stokoe Elementary School Innovative Learning Center



Updated: 11/10/19





## 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.

### Curtailement 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.

### 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:

| <b>TRIAGE Priorities</b>            |  |
|-------------------------------------|--|
| <b>Highest Priority - RED TAG</b>   |  |
| 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   |
| <b>Second Priority - YELLOW TAG</b> |  |
| 1.                                  | Major multiple fractures                                       |
| 2.                                  | Back injuries with or without spinal cord damage               |
| <b>Third Priority - GREEN TAG</b>   |  |
| 1.                                  | Fractures or other injuries of a minor nature                  |
| <b>Lowest Priority - BLACK</b>      |  |
| 2.                                  | Obviously mortal wounds where death appears reasonably certain |
| 3.                                  | Obviously deceased   |

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

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

#### Initial contact

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

#### Assess respiration (normal, rapid, absent)

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

#### Assess perfusion (pulse, bleeding)

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

#### Assess Mental Status (commands, movement)

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

### **Automated External Defibrillator (AED)**

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

N/A

### **Operation Summary**

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

## Mass Casualty

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

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

## Order of Succession

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

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

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

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

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

### Order of Succession

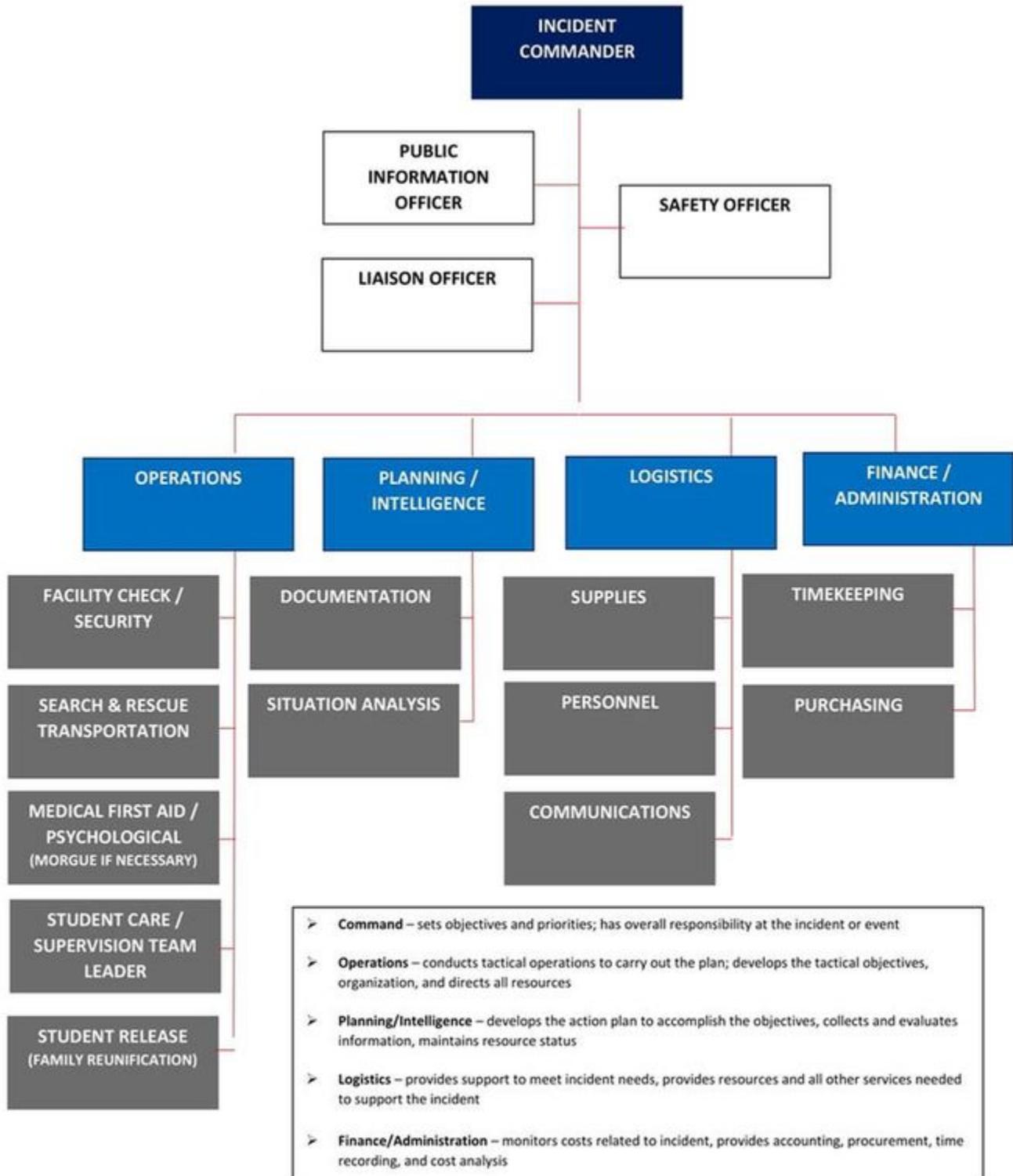
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Francine Ramirez
2. Administrative Designee – Erika Bowden--Assistant Principal
3. Administrative Designee/Other – Vickie Larkin--Admin Designee
4. Administrative Designee/Other – Philip Lee--Instructional Coach

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** – Francine Ramirez

**Incident Commander** – Francine Ramirez

**Safety Officer** – Matthew Reed

**Liaison Officer** – Francine Ramirez/Erika Bowden/Vickie Larkin

**Public Information Officer** – Francine Ramirez/Erika Bowden

## OPERATIONS

**Operations Chief** – Francine Ramirez/ Erika Bowden

**Facility Check / Security Lead** – Matthew Reed/ Matthew Self

**Search and Rescue Team / Transportation Lead** – Michelle Ashe/ Francisco Diaz

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

**Medical First Aid / Psychologist Team Lead** – Susan Perez/Jonathon Foster

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

**Student Care / Supervision Lead** – Tracy Doverspike / Amanda Davis

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

**Student Release Team Lead** – Leticia Velazquez/Melissa Alcantar

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Francine Ramirez/Erika Bowden

**Documentation** – Leticia Velazquez

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

**Situation Analysis** – Francine Ramirez/Erika Bowden

## LOGISTICS

**Logistics Chief** – Jamie Garcia

**Supplies Lead** – Amanda Davis

**Personnel** – Tracy Doverspike

**Communications** – Vickie Larkin

(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** – Leticia Velazquez

**Timekeeping** – Leticia Velazquez

**Purchasing** – Leticia Velazquez

## 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.

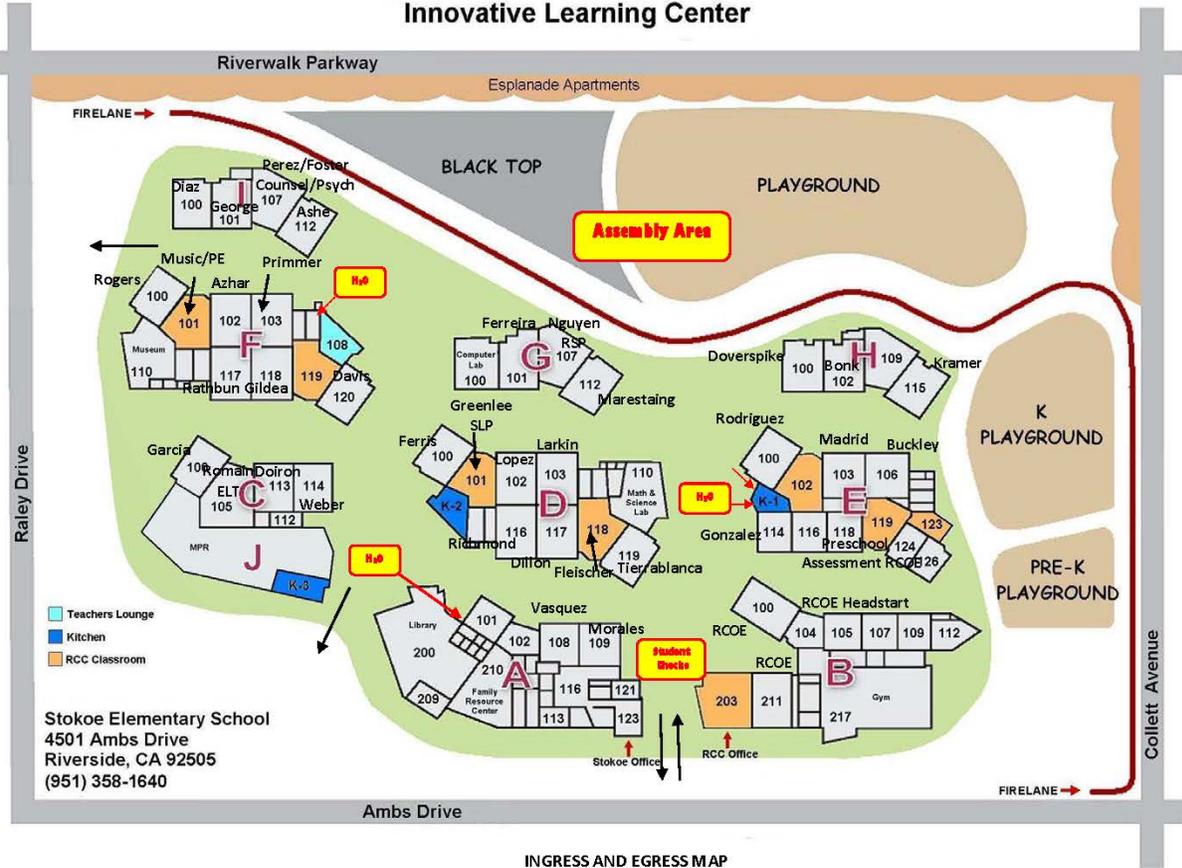
| Staff From Room:           | Staff From Room:  |
|----------------------------|---|
| H102 Erin Bonk             | H115 Mary Kramer  |
| H100 Tracy Doverspike      | E100 Cherise Rodriguez                                      |
| E103 Nancy Madrid          | E 106 Gena Buckley / E102 OT/PT/APE                         |
| E114 Diana Gonzalez        | E119/124 Jennifer McCoy/ Isela Rodriguez                    |
| E118 Kim (RCOE)            | E126 (RCOE/Ruth)  |
| B107/109 Headstart         | B112/B104/B105 Headstart                                    |
| A109 Michele Morales       | A108 Joana Vasquez/D119 Marlen Tierrablanca                 |
| D116 Kellie Richmond       | D117 Lindsey Dillon / D118 David Fleischer                  |
| F120 Amanda Davis          | C100 Jamie Garcia/ C105 Danielle Romain                     |
| C114 Stephanie Weber       | C113 Jennifer Doiron  |
| G112 Margaretha Marestaing | G101 Tiffany Ferriera/ G100 RSP (Cecilia Nguyen/Mona Walls) |
| D101 Lynne Greenlee        | D100 Erica Ferris   |
| D102 Lilly Lopez           | D103 Vickie Larkin  |
| F117 Misty Rathbun         | F118 Brooke Gildea F119 PD Room                             |
| F102 Khadija Azhar         | F102 Ginger Primmer/F101 Halftime/Music                     |
| I100 Francisco Diaz        | F100 Kelly Rogers   |
| I1010 Beth George          | F101 Tiara Gonzalez   |
| I112 Michelle Ashe         | I107 Psych/Counselor  |
| Halftime Staff/Library     | MPR/Cafeteria/Custodians                                    |
| Office/FRC/Philip Lee      | Campus Supervisors/PE/GYM/BIAs                              |

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

# 2020-2021 Stokoe Elementary School Innovative Learning Center



Updated: 8/2/2018

### 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**
  - Maintain all required records and documentation to support the history of the emergency or disaster
  - 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**
  - 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.

### 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

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## 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.

### 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.

### 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)

### 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.

### 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**
  - 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:**
  - Date
  - Time
  - Originator
  - Recipient
- **Follow communications protocol**
  - 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

### 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 UNIFIED SCHOOL DISTRICT**  
**Stokoe Elementary School**

***School Site Council***

**Thursday, January 21, 2021**

**3:15 p.m. Zoom ID: 940 4999 9053**

**AGENDA**

- I. Introductory Procedures
  1. Call to Order
  2. Establishment of Quorum
  3. Pledge of Allegiance
  4. Welcome
- II. Action Items
  1. Accept Resignation of Irving Martinez
  2. Approve appointment of James Milliken
  3. Minutes of Meeting held December 10, 2020
  4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
  5. Approve Comprehensive School Safety Plan 2020-2021
- III. Discussion/Information
  1. Budget Reports
  2. Training Topic:
    - a. Implementation Monitoring
  3. School Plan (SPSA) Input
    - a. SPSA Goal 1 Conditions of Learning: 1A ELA
      - iReady MOY Reports
  4. Parent Committee Reports
    - a. ELAC Report
    - b. ATP Report
    - c. PAC Report
  5. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
    - b. Parent and Family Involvement Opportunities
    - c. Interventions
  6. Principal's Report
- IV. Hearing Session/Public Comments
- V. Adjournment: Action Item

***The next School Site Council meeting is scheduled for February 18, 2021***



**DISTRITO ESCOLAR UNIFICADO ALVORD**  
**Escuela Primaria Stokoe**

***Concilio Escolar***

**jueves, 21 de enero del 2021**

**3:15 p.m. Zoom ID: 940 4999 9053**

**AGENDA**

- I. Procedimientos de Introducción
  1. Llamar al orden
  2. Establecer el Quórum
  3. Juramento a la bandera
  4. Bienvenida
- II. Asuntos de Acción
  1. Aceptar la renuncia de Irving Martinez
  2. Aprobar la nombramiento de James Milliken
  3. Minutas de la Reunión del 10 de diciembre 2020
  4. Solicitudes de Gastos (TI, LCFF-LI, LCFF-EL)
  5. Aprobación del Plan de Seguridad Escolar Comprensivo 2020-2021
- III. Diálogo/Información
  1. Reportes del Presupuesto
  2. Temas para la capacitación:
    - a. Monitorear la implementación
  3. Plan Escolar (SPSA)
    - a. Meta 1 SPSA Condiciones de Aprendizaje: 1A ELA
      - Reportes iReady
  4. Reportes de Comités de Padres
    - a. Reporte ELAC
    - b. Reporte ATP
    - c. Reporte PAC
  5. Reportes de Programas
    - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
    - b. Oportunidades para la participación de Familia y Padres
    - c. Intervenciones
  6. Reporte de la Director
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

***La próxima reunión del Concilio Escolar está programada para el 18 de febrero del 2021***



ALVORD UNIFIED SCHOOL DISTRICT  
Stokoe Elementary School

**School Site Council**

Thursday, January 21, 2021

3:15 p.m. Room FRC

MINUTES

- I. Introductory Procedures
  1. Meeting was called to order at 3:20 P.M.
  2. Establishment of Quorum: Quorum was/was not established with 9 out of 10. The following members were present: Francine Ramirez, Michele Morales, Lynne Greenlee, Tiffany Ferreira, Lovelyn Razzouk, James Milliken, Lorena Diaz, Stephanie Thomas, Michelle Ashe. Erika Bowden was present as a non-voting member.
  3. Pledge of Allegiance was recited.
  4. Members were welcomed and asked to sign in.
- II. Action Items
  1. Accept resignation of Irving Martinez.
    - a. It was motioned/seconded/carried (Morales/Diaz 8/0/0 to accept the resignation of Irving Martinez.
  2. Approve appointment of James Milliken as member until June 2021.
    - a. It was motioned/seconded/carried (Ferreira/Razzouk 8/0/0) to approve the appointment of James Milliken.
  3. The following revisions were noted in the December 10, 2020 minutes:
    - a. No revisions were noted in the minutes.
    - b. It was motioned/seconded/carried (Ferreira/Diaz 9/0/0) to approve the minutes.
  4. Expenditures Requests (TI, LCFF-LI, LCFF-EL)
    - a. No expenditures were brought forward for approval.
  5. Approve Comprehensive School Safety Plan 2020-2021
    - a. Members reviewed and discussed the 2020-2021 Comprehensive School Safety Plan
    - b. It was motioned/seconded/carried (Morales/Thomas 9/0/0) to approve the 2020-21 Comprehensive School Safety Plan
- III. Discussion/Information
  1. Budget Reports
    - a. Categorical budgets were reviewed and discussed.
      - Members discussed options for reallocation of funds pending tentative reopen date. Our goal is to ensure funding is used this year since funds do not carry over. Spending deadline is typically March. Members will discuss possible expenditures during February meeting. Suggestions for possible expenditures include:
      - Tutoring to mitigate learning loss and remediate instruction. Next steps will be to determine teacher interest.
      - Materials and supplies:
        - Members suggested technology items, student white boards, white board markers, math manipulatives, earbuds, and individual storage vessels.
        - Members discussed letting each grade level determine needs to support individualized learning kits for reopen.
  2. Training Topic: Implementation Monitoring
    - a. Members discussed the role of SSC in monitoring effectiveness of SPSA.
  3. School Plan (SPSA) Input

- a. Input SPSA Goal 1 Conditions of Learning: 1A ELA
    - Members reviewed Middle of Year iReady reports and discussed proposals for 2021-2022 SPSA Goal 1A ELA.
      - Members discussed extenuating factors that influenced data such as: time between administrations, new assessment for teachers/students, and digital literacy.
    - Goal 1A was not met.
    - Members reviewed input from ELAC and provided input for proposed actions for the 2021-2022 SPSA Goal 1A ELA.
    - Proposed actions/strategies for 2021-2022 goal 1A: coach support for teachers; intervention blocks for targeted literacy instruction using prescriptions to remediate skills (including additional hours for support staff); professional development focused on ELA/ELD frame work; foundational skills, close reading skills; parent training (Kinder Camp and other workshops to support literacy); celebrate student progress; differentiated, instruction in classrooms during foundational skills; support from literacy teacher.
      - Additional recommendations included:
        - i. Targeted tutoring opportunities taught by credentialed teachers with small groups of students using diagnostic assessments
    - Proposed goal
      - *By February 2022, 36% of students will perform at or above grade level as measured by middle of year administration of iReady assessment for ELA.*
      - *By February 2022, 50 % of students will reach 80% of their typical growth goal as measured by middle of year administration of iReady assessment for ELA.*
    - All members were in agreement with the proposed actions, strategies and goal.
  - b. Members reviewed and discussed ESGI reports.
4. Parent Committee Reports
    - a. ELAC Report
      - ELAC minutes from January were distributed for review.
      - January ELAC highlights included: Election summary, ELAC roles and responsibilities, baseline data for SPSA goal 1C EL students, input for SPSA goal 1A ELA, LCAP input, DELAC representative elections, district parent involvement policy and wellness policy.
      - Next ELAC meeting will be Feb 3<sup>rd</sup>.
    - b. ATP Report
      - Next ATP meeting will be January 28<sup>th</sup>.
    - c. PAC Report
      - PAC minutes from January were distributed for review.
      - January PAC highlights included: LCAP overview.
      - Next PAC meeting is March 9<sup>th</sup>.
  5. Program Reports
    - a. Professional Development Opportunities (Paraprofessionals, Teachers)
      - Recent staff professional development included: D-ELD, oral language development strategies, breakout rooms and early numeracy, number sense/3 Acts with Graham Fletcher, culturally awareness/culturally responsive teaching strategies, and Nearpod.
    - b. Parent and Family Involvement Opportunities
      - Upcoming parent involvement opportunities include: semester awards
    - c. Interventions
      - Student groups with ELT and prescriptions for classroom interventions have been adjusted based on middle of year administration of iReady and teacher input.
  6. Principal's Report
    - a. Upcoming events include:
      - AUSD Science Fair Awards Night—Jan 25<sup>th</sup> 630pm
      - Kindness Week—Jan 25<sup>th</sup> -29<sup>th</sup>

- AUSD Spelling Bee—Feb 1<sup>st</sup> 6pm
- Winter Break—Feb 8<sup>th</sup>- 15<sup>th</sup>
- 3<sup>rd</sup> Grade GATE Testing—Feb 17<sup>th</sup>
- Career Week—March 8<sup>th</sup> -12<sup>th</sup>

IV. Hearing Session/Public Comments

1. No additional discussion was brought forward.
  - a. Flyers for LCAP meetings were distributed for review.

V. Adjournment: Action Item

1. It was motioned/seconded/carried (Ashe /Ferreira 9/0/0) to adjourn the meeting at 5:18 pm

***The next School Site Council meeting is scheduled for February 18, 2021***

**AB 1747**

# **Comprehensive School Safety Plan**

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**Terrace Elementary School**  
6601 Rutland Street, Riverside CA  
(951) 358-1660

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## Introduction

It is the policy of the Alvorð 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 recover.

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             | 00         | 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

Terrace is a safe school overall. Few reports regarding vandalism (broken window, tagging) have occurred. A behavior assembly is provided twice annually to inform students of Ed Code, school rules and district policy regarding discipline and consequences. The full-time school counselor meets with students upon return from a suspension and as requested by administration. School safety as reported by parents on the CHKS 2018-2019, states that 80% strongly agree or agree that 'School is a Safe Place for Students'. School safety as reported by teachers on the CHKS 2018-2019, states 90% strongly agree or agree that 'School is a Safe Place for Students' and 100% strongly agree or agree that 'School is a Safe Place for Teachers'.

Attendance as reported by the California Dashboard demonstrates that in the 2019 reporting year Terrace maintained the percentage of Chronic Absenteeism at 10.7%.

The following student groups were identified as being in the "Orange" category:

- Students with Disabilities
- English Learners
- Socioeconomically Disadvantaged

The following student group was placed in the "Green" category:

- Hispanic

## 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.

## **TERRACE DRESS CODE**

The Alvord Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board 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' dress and grooming must not present a health or safety hazard or a distraction which would interfere with the educational process. Board Policy 5132(a)

In accordance with Board Policy, Terrace school recommends the following:

- Tops - Students can wear, 3-button tees. collared polos, t-shirts. school shirts. or blouses with no logos. Tops must cover midriffs when arms are raised and underwear must be completely covered so halter tops, spaghetti straps are not allowed.
- Bottoms - Students can wear pants. skirts. shorts. jumpers, overalls, or skorts.
- Shoes must be safe. Sandals must have heel straps so they stay on, and provide adequate protection. Flip-flops are not permitted.

Students are not allowed to wear clothing that school administration deems to distract from student learning. Including, but not limited to:

- Hats, caps, hairnets, bandanas. or headgear
- Chains
- Loose, oversized or "baggy" clothing, belts, and/or overalls
- Any combination of clothing which law enforcement agencies consider Gang-related
- Clothing with emblems and insignia inappropriate for school

Students are not allowed to wear any clothing that is unsafe, offensive, or degrading of other people or organizations (i.e. alcohol, weapons, bare bodies). Clothing may not contain language or symbols oriented towards violence, vandalism, sex, drugs, alcohol, or tobacco.

Students may not have hair, piercing, or body art which may be considered disruptive to the educational process. (Examples include, but are not limited to: tall Mohawks, unnatural hair color, spiked piercings, etc.)

## Drug Free Expectations

### Alcohol and Other Drugs

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

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

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

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

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

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

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

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

### Instruction

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

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

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

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

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

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

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

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

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

### **Intervention, Referral, and Student Assistance Programs**

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

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

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

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

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

### **Enforcement/Discipline**

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

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

## Parent Involvement Strategies

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

Parents are welcome at our school and are encouraged to get involved in their student's education.

The school communicates with parents about upcoming school events through flyers, newsletters, school website, monthly calendars, the PTA list of events, and an automated telephone, email, and text message delivery system.

### Volunteer Opportunities:

Classroom volunteer

Fundraising Activities

Parent Teacher Association (PTA)

### School Advisory Groups & Committees:

English Learner Advisory Council

Parent Teacher Association

School Site Council

Parent University

Action Team for Partnership

### School Events:

Back to School Night

Family Nights

Open House

Annual Book Picnics

Awards Assemblies

Dr. Seuss Birthday Celebration

International Walk to School Day

College Fair

No Excuses University Charity of the Year

Math Events

PTA Events

Annual Gateway to College Pep Rally & Homecoming

## Collaboration Strategies

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

A Safety Collaboration meeting was held on October 16, 2020. A review of school safety plans was conducted by site representatives and with local emergency response teams. Terrace has developed a very effective relationship with our assigned Riverside Police Department School Resource Officer. The officer visits our campus regularly and meets with students at recess and during classroom/school presentations. Our school Safety Committee meeting took place in 12/1/2020. There were no significant changes or modifications to procedures for student safety. Edits and changes were made where necessary, due to personnel changes; team assignments were updated. The committee will reconvene as early as possible after schools reopen for in-person instruction. The team will continue to brainstorm and make changes necessary that result from the pandemic and health concerns. Our School Site Council is scheduled for 1/21/2021. Our staff training is scheduled for February 2021.

## 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:

- SecondStep Anti-Bullying Curriculum, provided at each grade level, provides preventative and responsive strategies for students to decrease bullying and violence.
- SecondStep Curriculum, provided at each grade level, provides conflict resolution and problem solving skill building for students to resolve conflicts in a peaceful manner.
- Classroom lessons for suicide prevention are provided based upon appropriateness for the students developmental level. Lessons provided are under topics such as anxiety, trauma and coping skills.

- The AUSD Suicide Assessment protocol that was created by our district which provides the process when a student has made a threat to themselves.
- Mental health resources have been identified and provided both as needed on an individual basis and periodically on a school-wide level through ClassDojo.

## Procedures for Safe Ingress and Egress

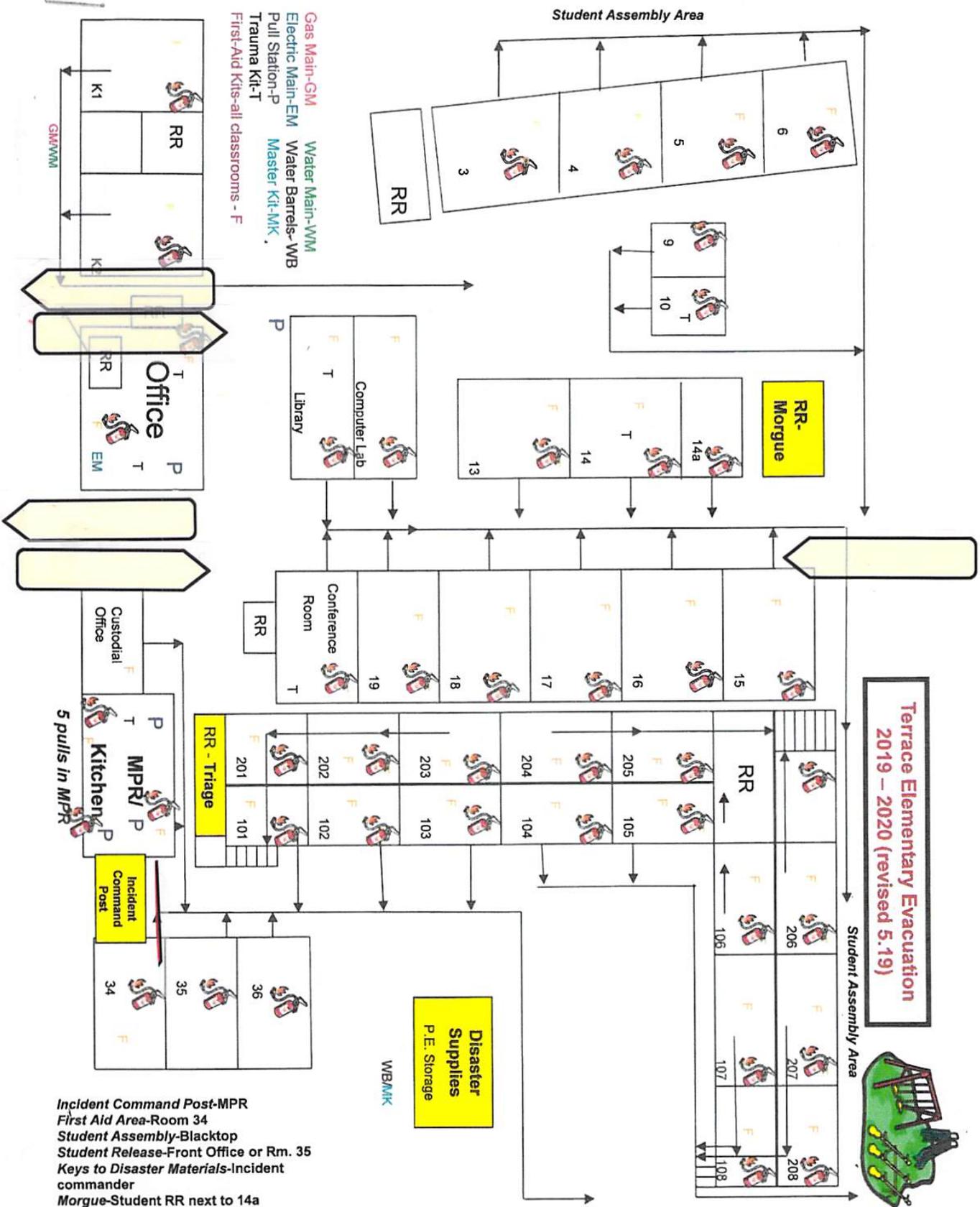
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or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

**Terrace Elementary Evacuation  
2019 – 2020 (revised 5.19)**



**Incident Command Post-MPR**  
**First Aid Area-Room 34**  
**Student Assembly-Blacktop**  
**Student Release-Front Office or Rm. 35**  
**Keys to Disaster Materials-Incident commander**  
**Morgue-Student RR next to 14a**



## 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:

A complete review of the safety plan, the staff responsibilities and resources were reviewed. The staff safety plan training is scheduled for 1/22/2021.

### 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:**

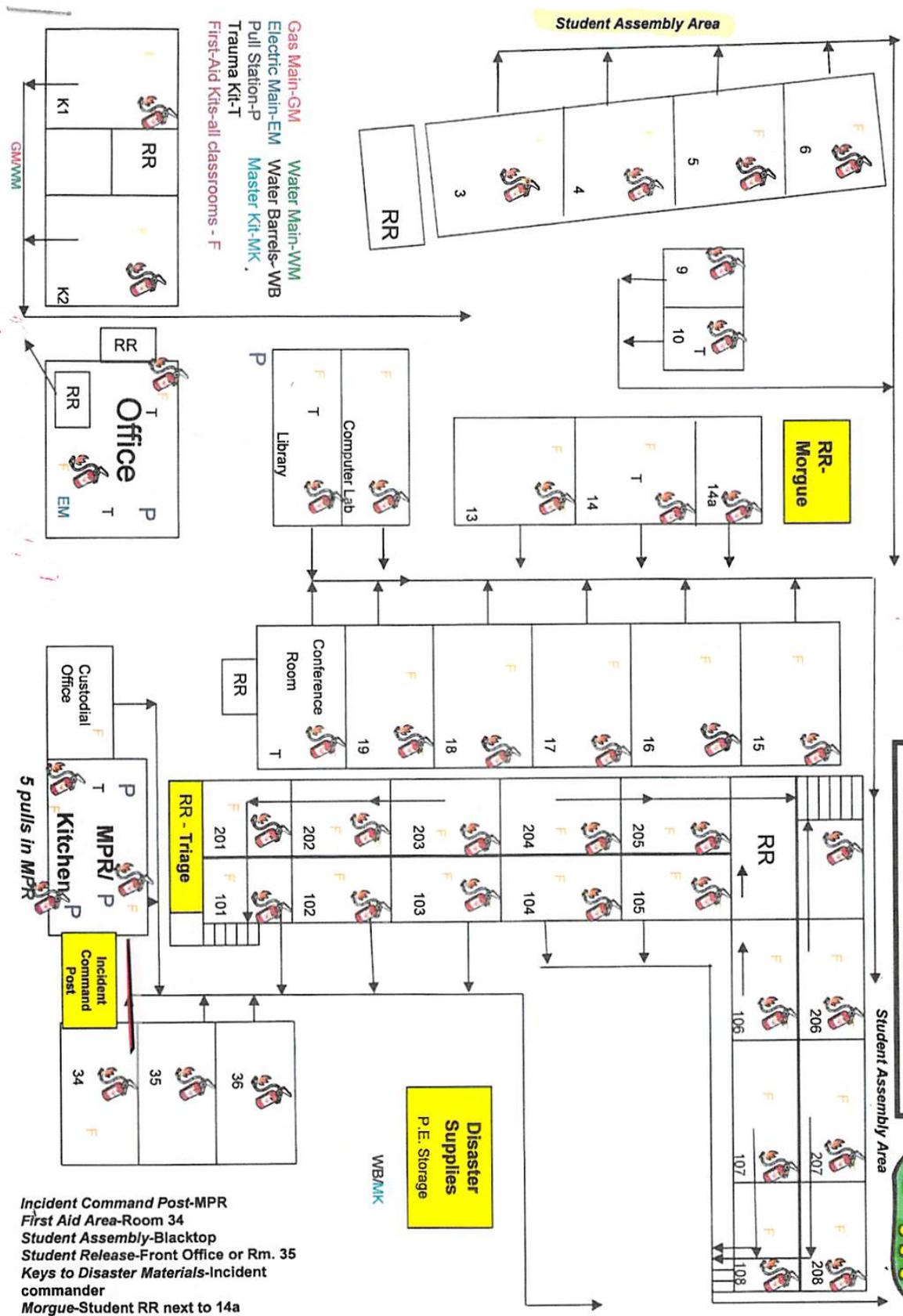
- Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
- Review all paths of travel and potential obstacles to determine most practical evacuation routes.
- For individuals with mobility impairments 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.

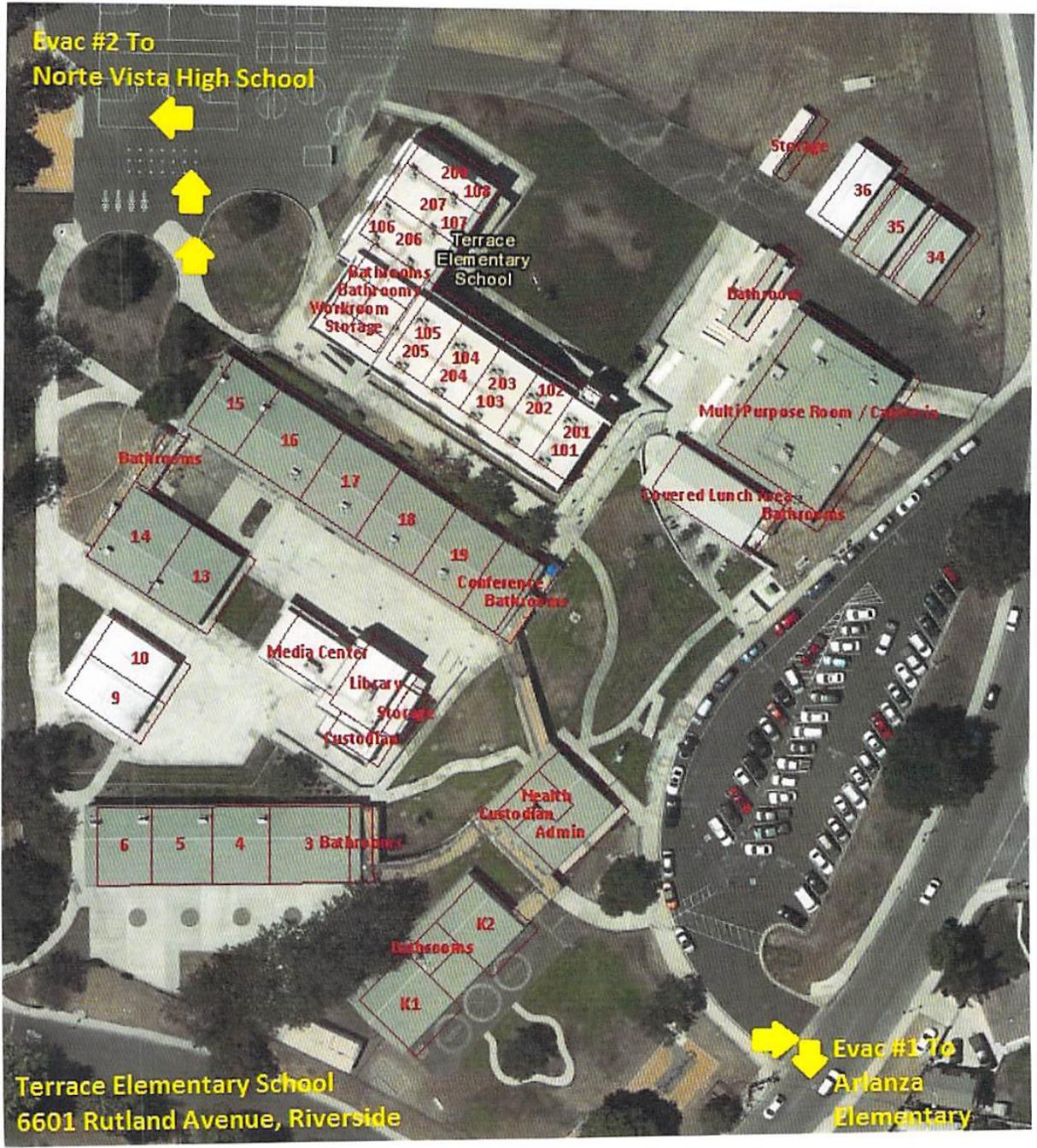
#### **Equipment and supplies:**

- 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.



**Terrace Elementary Evacuation  
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## 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.

### Curtailement 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.

### 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:

| <b>TRIAGE Priorities</b>            |  |
|-------------------------------------|--|
| <b>Highest Priority - RED TAG</b>   |  |
| 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   |
| <b>Second Priority - YELLOW TAG</b> |  |
| 1.                                  | Major multiple fractures                                       |
| 2.                                  | Back injuries with or without spinal cord damage               |
| <b>Third Priority - GREEN TAG</b>   |  |
| 1.                                  | Fractures or other injuries of a minor nature                  |
| <b>Lowest Priority - BLACK</b>      |  |
| 2.                                  | Obviously mortal wounds where death appears reasonably certain |
| 3.                                  | Obviously deceased   |

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

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

#### Initial contact

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

#### Assess respiration (normal, rapid, absent)

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

#### Assess perfusion (pulse, bleeding)

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

#### Assess Mental Status (commands, movement)

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

### **Automated External Defibrillator (AED)**

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

N/A

### **Operation Summary**

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

## Mass Casualty

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

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

## Order of Succession

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

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

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

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

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

### Order of Succession

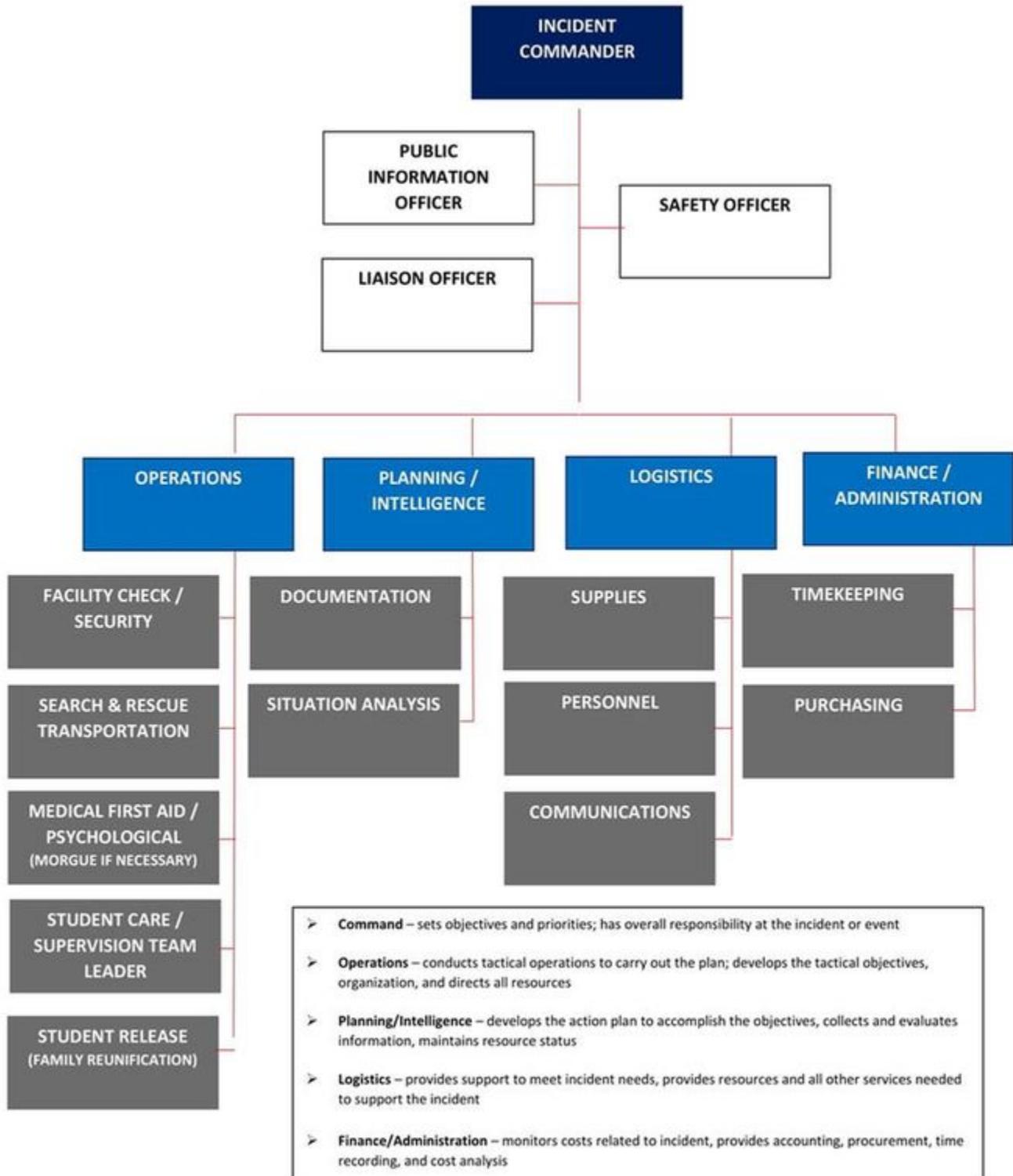
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Francisco J. González
2. Administrative Designee – Hector Zaldivar
3. Administrative Designee/Other – Carla Calderon
4. Administrative Designee/Other – Alicia Sanchez

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** – Francisco J. González

**Incident Commander** – Francisco J. Gonzalez (Lead), C. Calderon, A. Sanchez

**Safety Officer** – Jovanny Salazar (Lead), C. Calderon, Francisco J. Gonzalez

**Liaison Officer** – Carla Calderon (Lead), Jaclyn Vander Veen

**Public Information Officer** – J. Vander Veen (Lead), Francisco J. Gonzalez

## OPERATIONS

**Operations Chief** – Jovanny Salazar

**Facility Check / Security Lead** – J. Salazar, Campus Supervisors

**Search and Rescue Team / Transportation Lead** – Erin Westover (Lead) & Aimee Valentine, D. Thompson, J. Ruiz, M. Kelly, K. Barth, T. Medina

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

**Medical First Aid / Psychologist Team Lead** – Sandra Pulidio (Health Assistant & Lead), T. Petry, J. Garcia, T. Lopez, C. Ledesma

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

**Student Care / Supervision Lead** – Hector Zaldivar (Lead), Laura Brown, B. Cervantes, J. Garcia, E. Knight, T. Irvine

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

**Student Release Team Lead** – Alicia Sanchez (Lead), J. Gutierrez, B. Lopez

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Carla Calderon, Erin Westover

**Documentation** – Jessica Gutierrez, B. Lopez, T. Petry

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

**Situation Analysis** – Olivia Larios, M. Cevallos, A. Rolston

## LOGISTICS

**Logistics Chief** – Alicia Sanchez, J. Salazar, J. Vander Veen

**Supplies Lead** – Hector Zaldivar, M. Serrano,

**Personnel** – Tracy Medina, T. Irvine,

**Communications** – Alicia Sanchez, C. Sanchez, Y. Rodriguez

(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** – Alicia Sanchez, J. Gutierrez

**Timekeeping** – Alicia Sanchez, J. Gutierrez

**Purchasing** – Alicia Sanchez, J. Gutierrez

## 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.

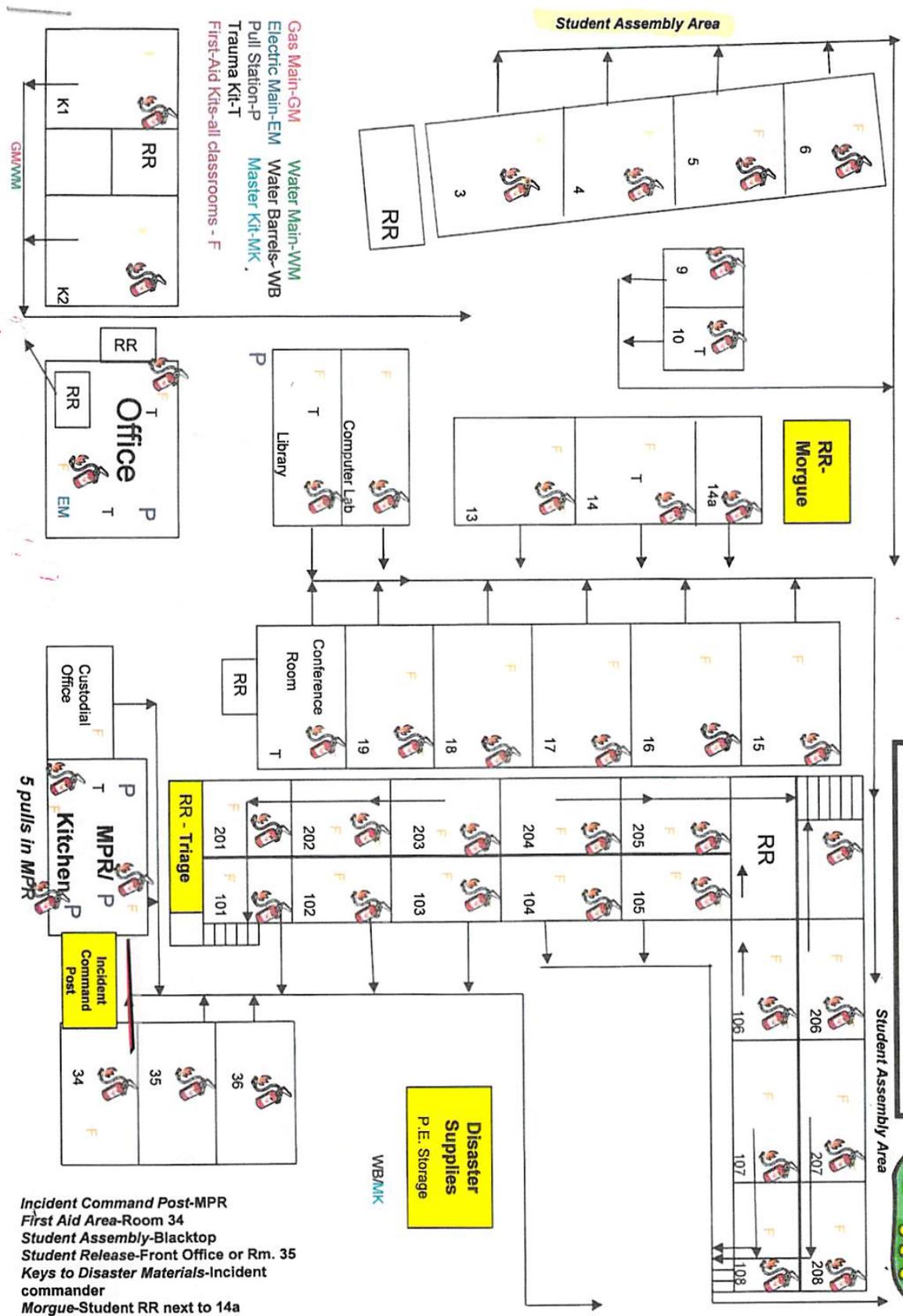
| Staff From Room:  | Staff From Room:  |
|---|---|
| K-1 - Christine Ledesma                                       | K-2 - Tracy Keyes   |
| 3 - Cristina Sanchez  | 6 - Erika Knight  |
| 4 - Jessica Rios (Virtual)                                    | 5 - Tameka Lopez (Virtual)  |
| 9 - Elena Lozoya, Brandi Crum, Jennifer Simental-Ocampo       | 10 - Tina Petry, Susana Barbosa   |
| 13 - Raul Gomez (Virtual)                                     | 14 - Wendy Castaneda (Virtual)  |
| 15 - Dennis Thompson  | 16 - Kristie Barth  |
| 17 - Leticia Gonzalez   | 18 - Martha Serrano   |
| 19 - Yessica Rodriguez  | 20 - Ruby Penalzoa  |
| Library - Olivia Larios                                       | Media Center - Carla Calderon   |
| 101 - Erin Westover   | 103 - Melodee Kelly   |
| 104 - Annette Rolston   | 105 - America Najarro   |
| 106 - Tara Irvine   | 108 - Tracy Medina  |
| 201 - Hector Zaldivar   | 202 - Laura Brown   |
| 203 - Michelle Cevallos                                       | 204 - Judy Garcia   |
| 205 - Becky Cervantes & 200 - Vander Veen                     | 206 - Amiee Valentine & 207 Diana Villanueva                                |
| 102 - Mariela Morales (Virtual) & 107 - Janell Ruiz (Virtual) | 208 - Maria Escalera (Virtual)  |
| 36 - Theresa Melara, 35 - Beth Schwandt, 34 - RCOE            | MPR - Denise Arangure & Veronica Duryee                                     |
| Campus - Jovanny Salazar, Manuel Devora, & Joseph Castro      | Campus - Brenda Lopez, Lupe Martinez, Susan Mendez, & Oscar Zambrano        |
| Campus - Kristina Ingram & Minnie Clayton                     | Campus - Veronica Bernal, Maria Robles, MariaJose Troncoso, Imelda Valencia |
| Office - Francisco Gonzalez & Alicia Sanchez                  | Office - Jessica Gutierrez & Sandra Pulido                                  |

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

**Terrace Elementary Evacuation  
2019 – 2020 (revised 5.19)**



- Incident Command Post-MPR
- First Aid Area-Room 34
- Student Assembly-Blacktop
- Student Release-Front Office or Rm. 35
- Keys to Disaster Materials-Incident commander
- Morgue-Student RR next to 14a

### 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**
  - Maintain all required records and documentation to support the history of the emergency or disaster
  - 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**
  - 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.

### 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)

### 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.

### 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**
  - 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:**
  - Date
  - Time
  - Originator
  - Recipient
- **Follow communications protocol**
  - 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

### 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.

**Terrace Elementary School  
School Site Council Agenda  
January 21, 2021**

**Meeting Location: Zoom Time 2:00pm**

<https://zoom.us/j/94614196750?pwd=dEFmajJFeWRndGtQTG9TS2tvRGIIZz09>

**Meeting ID: 946 1419 6750**

**Passcode: 381358**

**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 11/19/2020
2. Approve Comprehensive School Safety Plan
3. Approve Article VIII in bylaws
4. Approve Expenditures

**III. Discussion/Information**

1. Budget Reports by Funding Source
2. Training Topics: Current School Accountability Report Card
3. School Plan for Student Achievement (SPSA)
  - Continue reviewing and updating SPSA goals/actions /analyze SPSA Actions
  - Document Input from SSC members
4. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC)
  - Parent Group (ATP/PTO/PTA)
  - District Parent Advisory Committee (PAC)
5. Program Reports
  - Professional Development Opportunities
  - 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 18, 2021
3. Adjournment: Action Item

**Terrace Elementary School**

**School Site Council Minutes**

**January 21, 2021**

**Meeting Location: Zoom Time 2:00pm**

**<https://zoom.us/j/94614196750?pwd=dEFmajJFeWRndGtQTG9TS2tvRGllZz09>**

**Meeting ID: 946 1419 6750 Passcode: 381358**

**I. Introductory Procedure**

1. Meeting was called to order at 2:15pm
2. Establishment of Quorum was established with 6 members  
F. Gonzalez, C. Ledesma, R. Gomez, B. Crum, P. Palumbo, C. Simala
3. Pledge of Allegiance
4. Welcome and Introductions

**II. Action Items**

1. Approved minutes from 11/19/2020 (Gomez/Palumbo)(6/0/0)
2. Approved Comprehensive School Safety Plan (Gomez/Gomez)(6/0/0)
3. Approved Article VIII in bylaws (Gomez/Palumbo)(6/0/0)
4. There were no Expenditures to approve

**III. Discussion/Information**

1. Budget Reports by Funding Source presented. Expenditures have been minimal due to CARES Act funds used and the current Pandemic.
2. Training Topic: Current SARC reviewed with the council; SSC went over each section.
3. School Plan for Student Achievement (SPSA) funding was mentioned along with budget reports. Members were asked to brainstorm ideas on what expenditures can be made. As was discussed with the Budget Report in III-1, funds are available due to expenditures not occurring due to school closures and because the costs of expenditures made have been covered by District Office (CARES Act). Member suggested teachers can have virtual field trips.
4. Reports from Parent Committees
  - English Learners Advisory Committee (ELAC) minutes were reviewed
  - There was no report from Parent Groups (ATP/PTO/PTA). Next PTA meeting is on 1/27
  - No report was made on District Parent Advisory Committee (PAC)
5. Program Reports
  - Professional Development Opportunities discussed included training for teachers on ELs. Other opportunities will be researched since there have been no in-person release days.
  - Parent and Family Involvement Opportunities continue to be the same- ELAC, PTA, Parent University. There has been little success on attendance to PU classes.
  - Interventions discussed included teachers having the opportunity to do tutoring after school. Plans for a summer program discussed. Members suggested teachers could record their lessons so students can watch them and then spend Google Meet time in discussion. Members discussed opportunities for Virtual Field Trips (see III3). Members expressed concern regarding student progress in DLI; concern was extended to all students.
6. There was no Principal's Report (see all of the above)

**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- Next meeting the SSC will discuss repurposing funding for this school year because the financial support from the CARES Act.
2. The next SSC meeting is scheduled for February 18, 2021
3. Adjournment at 3:03pm (6/0/0)

**AB 1747**

# **Comprehensive School Safety Plan**

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## **Twinhill Elementary School**

11000 Campbell Avenue  
(951) 358-1665

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## Introduction

It is the policy of the Alvorð 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 facilities 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 of 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 | 57           | 51            | 46         | 7          | 5        |
| Reports taken                                  | 21           | 19            | 28         | 3          | 3        |
| Felony Arrests                                 | 8            | 3             | 0          | 0          | 0        |
| Misdemeanor Arrests                            | 7            | 2             | 0          | 0          | 0        |
| Citations Issued                               | 2            | 2             | 0          | 0          | 0        |
| Presentations/Meetings                         | 7            | 4             | 2          | 0          | 0        |
| Hours committed to AUSD related activities     | 518          | 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

Discipline:

Due to the worldwide COVID-19 pandemic, all Twinhill students are currently participating in a full distance learning platform. To date there is no suspension data to report. Students are counseled by classroom teacher, counselor and/or site administrator. Data for suspensions indicates an 1.4% increase between the 2018-2019 school year and the 2019-2020 school year. According to the CA Dashboard for suspensions in 2019-2020 our school is at a high status which corresponds with the orange performance gauge. The CA Dashboard report indicates that 1.9% of students were suspended at least once. Suspension trends for student subgroups: EL--1.2%, SED--1.7%, Hispanic--2.1% and SWD--4.2%. The percent of Twinhill students suspended at least once increased by 1.4%. Suspension trends for student subgroups: EL--increased 0.9%, Hispanic--increased 1.7%, SED--increased 1.3% and SWD--increased 2.6%. Suspension reports from AERIES indicate 11 suspensions for the 2019-2020 school year.

#### Attendance:

The average daily attendance (ADA) for Twinhill has increased slightly. Due to the school closure, a full year of data for 2019-2020 was not available for analysis. Currently, the ADA rates for months 1-7 in 2020-21 are 95.38%. ADA rates for months 1-11 in 2018-19 were 95.32%. ADA rates for months 1-8 in 2019-20 were 95.23%. Monthly ADA trends from AERIES for 2020-21 are: Month 1--97.62%, Month 2--96.62%, Month 3--92.89%, Month 4--94.05%, Month 5--94.28%, Month 6--92.72%, and Month 7--99.16%.

The CA Dashboard report for chronic absenteeism in 2019 indicates that 13.2% of our students are chronically absent. Chronic absenteeism trends for student subgroups: EL--9.3%, Hispanic--13.1% and SED--13.4%. The percent of Twinhill students who are chronically absent increased by 0.6% as compared to the previous school year. Student subgroup trends: EL--increased 1.9%, Hispanic--increased 1.6% and SED--increased 1.7%. Our school is at a high status which corresponds with the orange performance gauge. Data indicates an ongoing need for a comprehensive attendance incentive plan.

For the 2020-2021 school year due to All students participating in a full distance learning platform, student attendance is based upon students engaging with their classroom teacher and/or completing and submitting assigned work. Students are not marked tardy or truant. Additionally, if a student experiences technical difficulty with a device or internet connection, they are marked excused. For the last attendance reporting period, TK-5 student attendance averaged 94%. Twinhill continues to connect with families regarding student attendance through home visits, phone calls, emails, messages on Class Dojo and SART meetings.

#### Property Damage:

There are minimal reports of property damage for Twinhill. For the 2019-2020 school year, graffiti and a broken window were reported. This year during school closure, there have been no reports of property damage.

#### Surveys/Perceptions:

Due to school closure, school climate surveys were not fully administered or analyzed. Data from previous parent/family surveys in 2018-2019 indicates that parents/families feel rules are clearly communicated and enforced. Data from the 2018-2019 Healthy Kids survey indicates that students feel rules are clearly communicated, students are treated fairly and that they feel safe at school; however, students did indicate they have experienced or know someone who has been bullied. Ongoing character development lessons and conflict resolution lessons are also needed to reduce the number and frequency of student discipline incidents.

## 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.

## **TWINHILL DRESS CODE**

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participated. Students' dress and grooming must not present a health or safety hazard or a distraction which would interfere with the educational process. Board Policy 5132(a).

Students are not allowed to wear gang-related apparel that may include, but is not limited to:

- Clothing with words or graphics pertaining to drugs, alcohol, gangs, profanity, sex, racist or demeaning information.
- Any gang or gang-like attire.
- Oversized or ill-fitting clothing (i.e. too big, too small, too short, low cut).
- Sleeveless tops with shoulder straps narrower than 2", bathing suits, and sleepwear.
- Unsafe jewelry or clothing, chains or weapons (including wallets on chains).
- Slip-on shoes (i.e. flip-flops), shoes with wheels (i.e. Heelies)
- Excessive hair styles (i.e. Mohawks over 2") and/or unnatural hair dye/color (i.e. pink, blue, green, etc.) that will distract from the educational process.

Shoes must be safe. Shoes must include closed toes and heels and provide adequate protection. Flip-flops are not permitted.

Students are not allowed to wear any clothing or accessories which are unsafe, offensive, or degrading of other people or organizations (including education). Clothing may not contain language or symbols oriented towards violence, vandalism, sex, drugs, alcohol, or tobacco.

Students may not have accessories, hair, piercing, or body art which may be considered disruptive of the educational process. (Examples include, but no limited to, overgrown Mohawks, unnatural hair color, spiked piercings, etc.)

**UNIVERSITY Fridays:** Students are encouraged to wear their class adopted "university colors" or t-shirt to show their college bound spirit. (Please request university t-shirts from teacher.)

**TWINHILL TUESDAY:** Students are encouraged to wear their Twinhill t-shirt or school colors (blue and white). You may order Twinhill t-shirts from the front office.

SPIRIT DAYS: Students may wear suggested attire for that day as long as all dress code requirements are met.

## **Drug Free Expectations**

### **Alcohol and Other Drugs**

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

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

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

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

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

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

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

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

### **Instruction**

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

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

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

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

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

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

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

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

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

### **Intervention, Referral, and Student Assistance Programs**

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

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

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

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

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

### **Enforcement/Discipline**

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

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

## Parent Involvement Strategies

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

Parents and families are an integral partnership in the education their child. Twinhill Elementary School endeavors to ensure that our scholars develop their full potential-academically, socially and physically. We are committed to creating an atmosphere for learning and for developing social responsibility. Each scholar is encouraged to take responsibility for his or her own learning and behavior/character. Parents and families are encouraged to be actively involved and engaged in supporting our efforts in learning and student character. School-wide expectations have been developed to provide a safe and secure learning environment. It is the responsibility of each parent/family and teacher to instruct the scholars in proper behavior/character while at school and to be consistent in the enforcement of these rules. The consequences and disciplinary actions have been carefully considered and will be enforced when expectations are not met.

The Twinhill Parent-Student Handbook is provided to all families during the registration/data confirmation process. The Twinhill Parent-Student handbook includes information on the following: student attendance, dress code, school rules, California Ed Code 48900 and bullying and harassment. Teachers and site administration utilize various forms of communication to keep in contact with families for support and reinforcement of school rules. Some examples are: parent-student-teacher conferences, Class Dojo messages, Back to School presentations, phone calls and email. At the beginning of each school year, classroom teachers share their classroom management plan including rules, consequences and incentives. Classroom management plans are also shared at Back to School nights held at the beginning of the school year.

Twinhill Elementary School endeavors to build the school's and parent's/family's capacity for strong parent/family involvement. To ensure effective involvement of parents and families and to support a partnership between the school, parents/families, and the community to improve student academic achievement, the following activities used are specifically described below:

- Parent workshops at a variety of times
- Family Nights
- College and Career Events (Career Day)
- Parent-Teacher Conferences
- Blackboard Connect—Parent/Family Phone Messages, Class Dojo, marquee
- Annual Title 1 Meeting
- TK/Kinder Camp
- CAFE Conference
- Principal's Coffee Meetings (aka Pastries with Dr. Parsons)
- ELAC, SSC, ATP and PTO Meetings
- Student Success Team (SST) Meetings
- 100 Mile Club
- Parent/Family Involvement Week
- Peach Jar

## Collaboration Strategies

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

Twinhill Elementary School is committed to collaborating and developing partnerships with community organizations. The staff and administration at Twinhill maintain an open and positive relationship with our assigned School Resource Officer. We work closely with our site assigned SRO to assess and identify potential security issues and to remediate and resolve any incidents involving crime and/or violence. In addition, our SRO typically works to develop relationships with our school community by participating in Career Day, making informal visits, and participate in other formal and informal events on campus.

Our school counselor provides additional connections with organizations and community to support a safe school environment. Our school counselor works closely with all staff, parents and families to provide resources, support and services as needed for mental health or safety.

Twinhill also partners with local outreach organizations, such as Wylie Center, Care Solace and McKinley Services to provide training opportunities and resources as needed.

## 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:

Twinhill Elementary School students are expected to demonstrate outstanding character in all they do. Twinhill has adopted the Character Counts curriculum and students are expected to demonstrate the following traits: trustworthiness, respect, responsibility, fairness, caring and citizenship. In addition, Twinhill has developed a school wide discipline plan which includes consequences and incentives. The site administrator, school counselor and school staff are visible during student arrival and dismissal as well as throughout the school day.

The school counselor utilizes the Second Step Program and provides lessons to all students TK-5. Students are encouraged to use problem solving strategies when conflict arises. Our school counselor also provides a variety of services including: social-emotional classroom guidance lessons, intervention (small group counseling), attendance intervention supports, student council, friendship group, lunch bunch groups, individual (crisis) counseling, family support services and teacher support.

Last year, we adopted the Playworks curriculum to support positive social interactions through games during recess. Our third, fourth and fifth grade students have the opportunity to serve as Junior Coaches to assist with peaceful interactions during recess and by setting up Playworks games for all students. Additionally, our Student Council members organize our Character In Action incentive once a month for students who demonstrated outstanding character for the month. (Outstanding character is measured by no office referrals, no suspensions, no expulsions, and less than two Character Citations.)

Our students participate annually in several events designed to educate, promote and encourage healthy life choices such as Red Ribbon Week, Bullying Prevention Month, Kindness Month/Week, and Career Day.

At Twinhill Elementary School, we encourage all students to strive for their best through positive reinforcement and incentives. It is our goal to motivate and encourage students to strive for excellence and to engage in ongoing improvement by celebrating student achievement, both academically and socially, and success in a variety of ways.

Twinhill has adopted a perfect attendance incentive program. Classes with perfect attendance are announced daily. Students who have perfect attendance each semester receive a certificate, and students with perfect attendance for the year receive a certificate and a medal.

In addition, we recognize students on a monthly basis at our Monthly Awards Assembly-Student of the Month, Effort and Behavior and Character. In addition, during Semester Awards ceremonies, student awards are presented for academic achievement in ELA, Math, and academic Improvement-Summa Cum Laude, Magna Cum Laude and Cum Laude. We also recognize and celebrate student character with "Caught Being Good" and Character Cash.

## 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:

All staff members are provided with a copy of the Safety Plan. The Safety Plan is reviewed annually at a staff meeting. Current evacuation maps are posted in all school buildings.

### 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:**

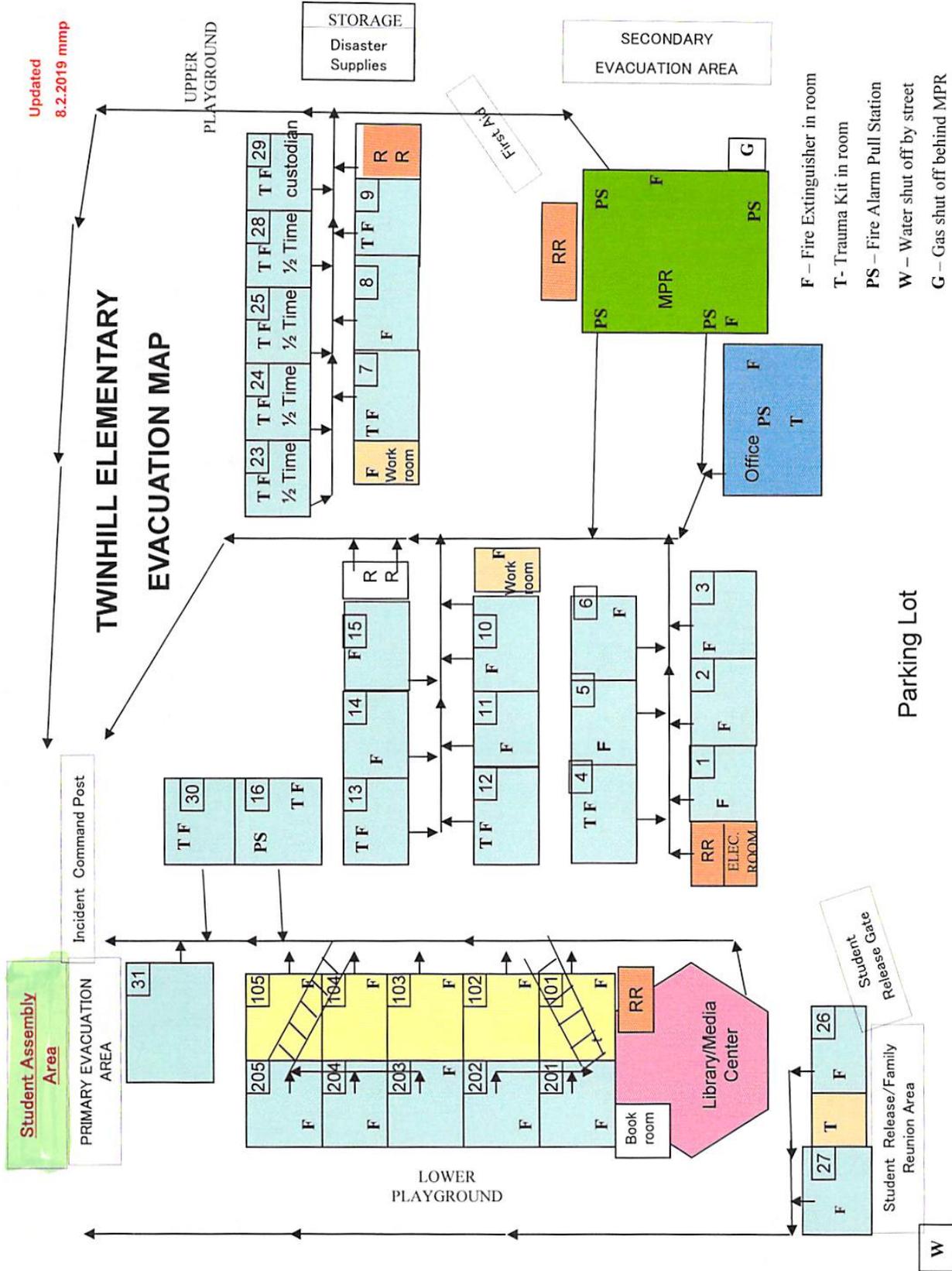
- Provide training for those designated to evacuate students with special needs.
- Include individuals with special needs when conducting evacuation drills.
- Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
- Review emergency protocol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

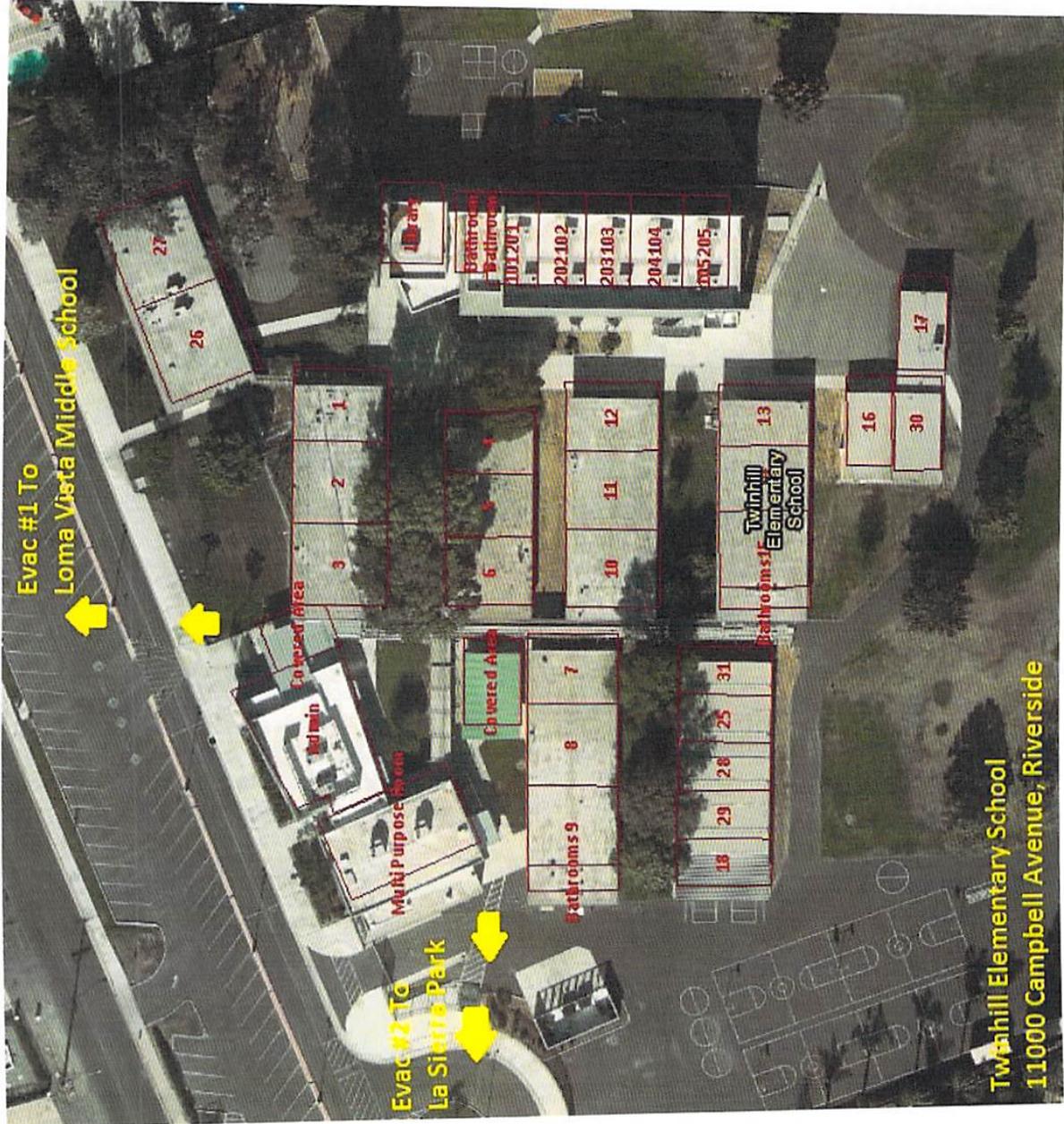
- Have student carry medical information in wallet, purse, or backpack.
- If reliant on battery-operated technology, have student carry extra batteries in wallet, purse, or backpack.

Updated  
8.2.2019 mmmp

# TWINHILL ELEMENTARY EVACUATION MAP



- F – Fire Extinguisher in room
- T- Trauma Kit in room
- PS – Fire Alarm Pull Station
- W – Water shut off by street
- G – Gas shut off behind MPR



## 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.

### Curtailement 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.

### 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:

| <b>TRIAGE Priorities</b>            |  |
|-------------------------------------|--|
| <b>Highest Priority - RED TAG</b>   |  |
| 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   |
| <b>Second Priority - YELLOW TAG</b> |  |
| 1.                                  | Major multiple fractures                                       |
| 2.                                  | Back injuries with or without spinal cord damage               |
| <b>Third Priority - GREEN TAG</b>   |  |
| 1.                                  | Fractures or other injuries of a minor nature                  |
| <b>Lowest Priority - BLACK</b>      |  |
| 2.                                  | Obviously mortal wounds where death appears reasonably certain |
| 3.                                  | Obviously deceased   |

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

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

#### Initial contact

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

#### Assess respiration (normal, rapid, absent)

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

#### Assess perfusion (pulse, bleeding)

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

#### Assess Mental Status (commands, movement)

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

### **Automated External Defibrillator (AED)**

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

N/A

### **Operation Summary**

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

## Mass Casualty

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

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

## Order of Succession

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

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

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

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

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

### Order of Succession

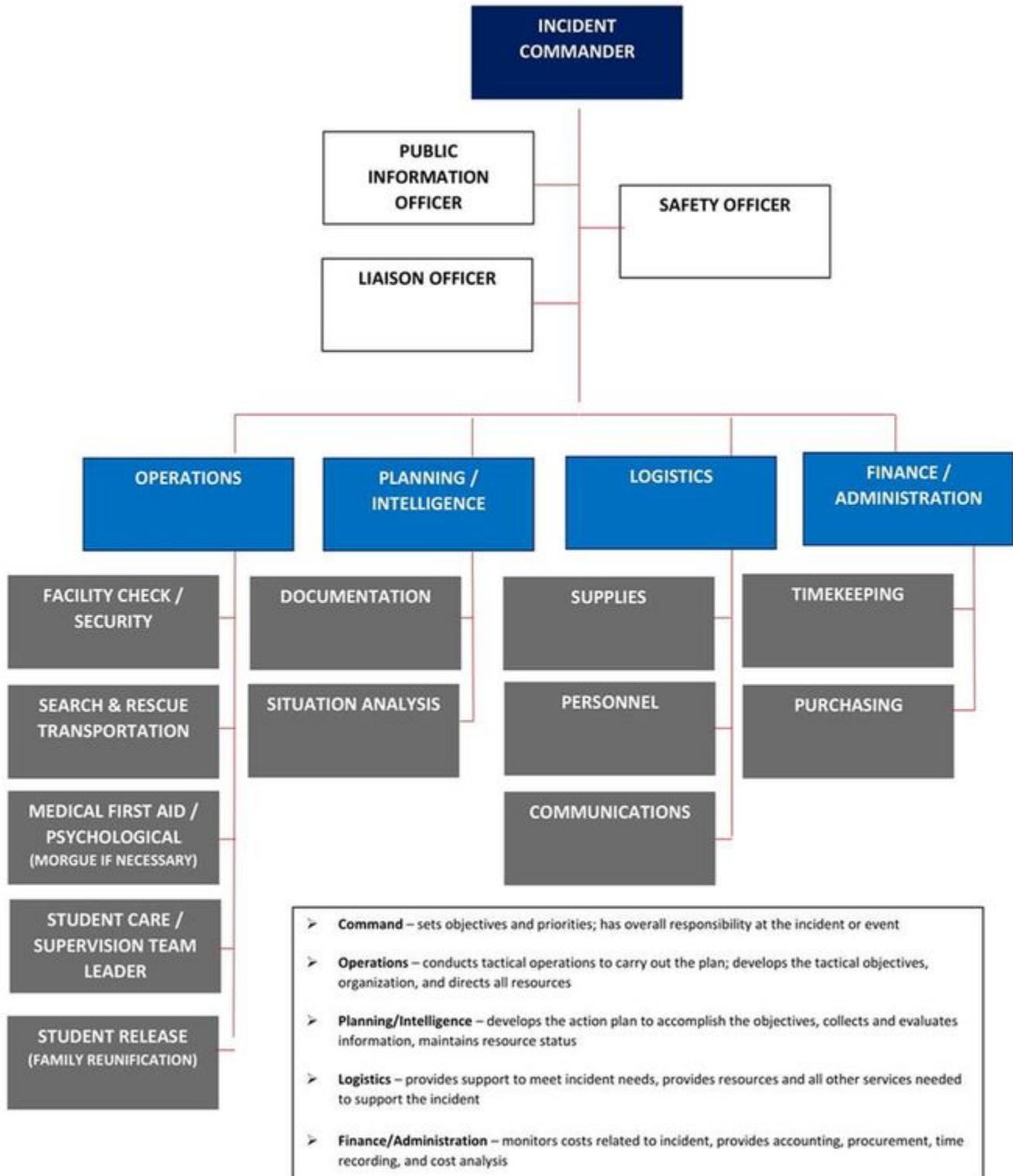
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Mary McAllister-Parsons, Ed.D.
2. Administrative Designee – Jennifer D'Antoni
3. Administrative Designee/Other – Dirk Upson
4. Administrative Designee/Other – Shana Gutierrez

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** – Mary McAllister-Parsons, Ed.D.

**Incident Commander** – Mary McAllister-Parsons, Ed.D.

**Safety Officer** – George Casillas, Head Custodian

**Liaison Officer** – Grace Ledesma, School Secretary

**Public Information Officer** – Erika Marquez, School Counselor

## OPERATIONS

**Operations Chief** – Heather Robinson

**Facility Check / Security Lead** – Shana Gutierrez/Malia Hernandez

**Search and Rescue Team / Transportation Lead** – George Casillas/Dirk Upson

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

**Medical First Aid / Psychologist Team Lead** – Patricia Ike/Maria Heredia

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

**Student Care / Supervision Lead** – Lisa Nelson/Andrea Villarinho/Rachael Bales/Allison Burger/Karisa Sparr

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

**Student Release Team Lead** – Erika Marquez/Maria Heredia/Lucy McReynolds

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Jennifer D'Antoni

**Documentation** – Lacey Rocha/Angelica Gonzalez

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

**Situation Analysis** – Jenny Gouveia/Laurie Alger/Linda Ballard/Susie Bao

## LOGISTICS

**Logistics Chief** – Tawni Webster

**Supplies Lead** – Vivian Liu

**Personnel** – Sheila Cuevas/Cara Sweeney

**Communications** – Alejandrina Vasquez

(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** – Gloria Bracamonte

**Timekeeping** – Daisy Fernandez

**Purchasing** – Grace Ledesma

## 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:  |
|---|---|
| Room 26-(Sheila Cuevas)                   | Room 27(Lisa Nelson)  |
| Room 1-(Rachael Bales)                    | Room 2 (vacant) and Room 3 (Erika Marquez)  |
| Room 4-(Karisa Sparr)                     | Room 5 (Shelley Mellentine) and Room 6 (GRASP)  |
| Room 7-Quarantine Room                    | Room 8 (Heather Robinson, Lacey Rocha) and Room 9 (Jennifer D'Antoni)   |
| Room 10-(Allison Burger)                  | Room 11 (Music Teacher) and Room 12 (Dayana Hernandez)  |
| Room 13 (Dirk Upson)                      | Room 14 (Tawni Webster) and Room 15 (Alejandrina Vasquez)   |
| Room 23 (Kaitlyn Powers)                  | Room 24 (HT staff-varies)   |
| Room 25 (HT staff-varies)                 | Room 28 (HT staff-varies) and Room 29 (George Casillas/Danny Ayala)   |
| Room 16 (Computer Lab-varies when in use) | Room 30 (PTO/storage) and Room 31 (Patricia Ike/Kirstin Eschbach)   |
| Room 101 (Vivian Liu)                     | Library (Jessica Sours) and Room 102 (Shana Gutierrez)  |
| Room 103 (Malia Hernandez)                | Room 104 (Cara Sweeney) and Room 105 (Andrea Villarinho)  |
| Room 201 (Gloria Bracamonte)              | Room 202 (Jenny Gouveia), and Room 205 (Victoria Salgado)   |
| Room 203 (vacant)                         | Room 204 (vacant)   |
| Administration Office-Grace Ledesma       | Clerk (Maria Heredia), Health Assistant (vacant), Campus Supervisors (Laurie Alger, Linda Ballard, Susie Bao, Lucy McReynolds), BIA's (Angelica Gonzalez, Daisy Fernandez, Irais Gallegos-Garcia) |
| Head Custodian-George Casillas            | Principal (Mary McAllister-Parsons), Asst Principal (vacant), Food Service staff (Khadija Marvi, Ana Lomeli, Cassandra Rigueria)  |

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





### 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**
  - Maintain all required records and documentation to support the history of the emergency or disaster
  - 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**
  - 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.

### 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.

### 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)

### 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.

### 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**
  - 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:**
  - Date
  - Time
  - Originator
  - Recipient
- **Follow communications protocol**
  - 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

### 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.

**Twinhill Elementary School/*Escuela Primaria Twinhill***  
**School Site Council Agenda/*Agenda del Concilio Escolar***  
**January 14, 2021/*14 de enero del 2021***

**Meeting location: Room 7 or virtual via Zoom/*Lugar de la junta: Virtual por medio de Zoom***

**Time: 2:30 pm/*Hora: 2:30 pm***

**I. Introductory Procedure/*Procedimientos de introducción***

1. Call to Order/*Llamar al orden*
2. Establishment of Quorum/*Establecer el quórum*
3. Pledge of Allegiance/*Saludo a la Bandera*
4. Welcome and Introductions/*Bienvenida y Presentar a los participantes*

**II. Action Items/*Asuntos de Acción***

1. Approve minutes from December 16, 2020/*Aprobar la Minuta de la reunión del 16 de diciembre 2020*
2. Approve Safe School Plan/*Aprobar el plan de escuela segura*
3. Approve Categorical Expenditures for Title 1, LCFF-LI, and LCFF-EL/*Aprobar los gastos categóricos Title 1, LCFF-LI, and LCFF-EL*

| Title 1 (3010)                 |                      |             |          |            |  |   |
|--------------------------------|----------------------|-------------|----------|------------|--|---|
| Vendor                         | Item Requested       | Description | Quantity | Price      | SPSA page #  | Justification-How supplemental  |
| Konica Minolta CPC/Maintenance | Purchase Requisition | Original    | Lot      | \$4,602.00 | Goal 1 Comprehensive Pre-K Program/Communicate effectively | Operational costs and services to provide supplemental resources to enhance instruction in ELA and Math to improve student achievement. |
| Complete Business Systems      | Purchase Requisition | Original    | Lot      | \$1,270.00 | Goal 1 Comprehensive Pre-K Program/Communicate effectively | Operational costs and services to provide supplemental resources to enhance instruction in ELA and Math to improve student achievement. |
|                                |                      |             |          |            |  |   |

Total: \$ 5,872.00

| LCFF-LI (0790)            |                             |   |          |            |   |   |
|---------------------------|-----------------------------|---|----------|------------|---|---|
| Vendor                    | Item Requested              | Description                                       | Quantity | Price      | SPSA page #   | Justification-How supplemental  |
| Renaissance Learning Inc. | <u>Purchase Requisition</u> | Accelerated Reader and Star Reading Subscriptions | Lot      | \$5,227.00 | Goal 1.1 Research based Strategy and Supplemental Instruction | Software licenses to promote independent reading in classroom and at home. The A/R program is an entire school reading incentive which supports student learning by giving teachers reading levels for students through quizzes taken while enhancing reading instruction for at risk learners. |
|                           |                             |   |          |            |   |   |

Total: \$5,227.00

| LCFF-EL (0791)                        |                      |   |            |          |  |  |
|---------------------------------------|----------------------|---|------------|----------|--|--|
| Vendor                                | Item Requested       | Description                                     | Quantity   | Price    | SPSA page #  | Justification-How supplemental   |
| RCOE – Cognitively Guided Instruction | Purchase Requisition | Five-day Virtual Institute (Virtual Conference) | 4 Teachers | \$375.00 | Performance Goal 5/Academic Goal 1.1.,1.2/Research-Based strategy instruction/supplemental | In strategies to differentiate instruction for EL students based on their language performance levels. Virtually at home and in the classroom. |

Total: \$ 375.00

### III. Discussion/Information/Diálogo/Información

1. Budget Reports by Funding Source/Reporte de los presupuestos de acuerdo al fondo
2. Training Topic/Tema de Capacitación:
  - Present school budget tied to SPSA actions (obtain input/document in minutes)/Presentar el presupuesto escolar vinculado con las acciones del SPSA
3. School Plan for Student Achievement (SPSA)/Plan Escolar Para Logros Estudiantiles (SPSA) Document input from SSC
  - Continue reviewing and updating SPSA goals/actions/Continuar repasando y actualizando las metas/acciones del SPSA
4. Reports from Parent Committees/Reportes de Comités de Padres-Document feedback loop between committees and SSC
  - English Learners Advisory Committee (ELAC)/Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)
  - District Parent Advisory Committee (PAC)/Comité Consejero De Padres (PAC) [Comité del Distrito]-
5. Program Reports/Reporte de Programas
  - Professional Development Opportunities (Paraprofessionals, Teachers) /Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)
  - Parent and Family Involvement Opportunities/Oportunidades Para La Participación De Padres y Familias
  - Interventions/Intervenciones
6. Principal's Report/Reporte del Director/a

### IV. Hearing Session/Public Comments/Sesión de Audiencia/Comentarios Públicos

*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.*

*Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio dialogar o tomar acción sobre asuntos que no estén en la agenda.*

### V. Adjournment/Clausura

1. Agenda building for next meeting/[Desarrollo de la agenda para la próxima reunión](#)
2. The next SSC meeting is scheduled for [February 18, 2021](#)/[La próxima reunión SSC se ha programado para el 18 de febrero 2021](#)
3. Adjournment: Action Item/[Clausura: Asunto de Acción](#)

**Twinhill Elementary School  
School Site Council  
Minutes  
Meeting Date: January 14, 2021  
Meeting Location: Zoom Time: 2:42 pm**

**I. Introductory Procedure**

1. Call to Order-Andrea Villarinho called the meeting to order at 2:42 pm.
2. Establishment of Quorum-Quorum was established with six members in attendance. Member Sylvia Serratos sent a text and an email to Dr. McAllister-Parsons stating she would be unable to attend the meetings due to the time they are held. Dr. McAllister-Parsons stated that Sylvia Serratos may need to be removed as a member and replaced by another parent. Dr. McAllister-Parsons also informed members that she had not heard from Faith Gilleland who was not present at this meeting.
  - a. Dr. McAllister-Parsons, Principal
  - b. Rachael Bales, Teacher
  - c. Dayana Hernandez, Teacher
  - d. Andrea Villarinho, Teacher
  - e. Lucy McReynolds, Other Staff
  - f. Shanna Kuchenbecker, Parent
3. Pledge of Allegiance-Pledge of Allegiance was recited by all members present.
4. Welcome-Dr. McAllister-Parsons, Principal, welcomed all in attendance.

**II. Action Items**

1. The December 16, 2020 minutes were reviewed by all members in attendance. No discussion or questions regarding said minutes. It was motioned/seconded/carried to approve the December 16, 2020 minutes. (Kuchenbecker/Bales), (6-0-0).
2. The Safe School Plan was reviewed by all members in attendance. No discussion or questions regarding this plan. It was motioned/seconded/carried to approve the Safe School Plan. (Bales/Hernandez), (6-0-0).
3. The Categorical Expenditures for Title 1 were presented to the members for approval. These expenditures were reviewed by all members in attendance. It was motioned/seconded/carried to approve the Categorical Expenditures for Title 1. (Hernandez/Bales), (6-0-0).
4. The Categorical Expenditures for LCFF-LI were presented to the members for approval. These expenditures were reviewed by all members in attendance. It was motioned/seconded/carried to approve the Categorical Expenditures for LCFF-LI. (Hernandez/Kuchenbecker), (6-0-0)
5. The Categorical Expenditures for LCFF-EL were presented to the members for approval. These expenditures were reviewed by all members in attendance. It was motioned/seconded/carried to approve the Categorical Expenditures for LCFF-EL. (Hernandez/Bales), (6-0-0).

**III. Discussion/Information**

1. Budget Reports
  - Dr. McAllister-Parsons informed the members that the Title 1 budget was being utilized for the certificated salaries. Dr. McAllister- Parsons also made the members aware that the LCFF-L1 funds were being spent on professional development, tutoring, books, and supplies. Dr. McAllister-Parsons also made members aware that the LCFF-EL monies are being spent on cognitive guided instruction and added that CARES money has paid for digital manipulatives. In addition, Dr. McAllister-Parsons stated that she would like to check into getting some additional picnic tables for the outside area so that our students are able to sit separately.
2. Training Topics
  - Present how school budget is tied into The School Plan for Student Achievement (SPSA).  
Dr. McAllister-Parsons stated supplies were purchased for Parent Engagement Night materials and added that money may likely remain unspent as CARES money is still being utilized.
3. School Plan for Student Achievement (SPSA)

- Dr. McAllister-Parsons informed members that by the February 18, 2021 SSC meeting, she would be ready to share iReady data. She further informed the members that we will see if our goals have been met in May 2021. Dr. McAllister-Parsons told members that ELPAC is not cancelled as of this time. It was also noted by Dr. McAllister-Parsons that student math scores are tied to them attending college. She also added that attendance for our students is looking okay.

#### 4. Reports from Parent Committees

- Parent Advisory Committee (PAC)

Shanna Kuchenbecker stated that the last PAC meeting took place on January 12, 2021 and added that 18 people were in attendance. She stated that the October 2020 PAC minutes were approved. She also informed the members that Dr. Devor and Mr. Cisneros gave a presentation and showed a video as they will be asking for parent input. Shanna Kuchenbecker stated there were some complaints by parents about iReady. The next PAC meeting will be on March 9, 2021.

- English Learners Advisory Committee (ELAC)

Dr. McAllister-Parsons stated that no December 2020 meeting took place and she added that four parents were present at the January 2021 meeting.

#### 5. Program Reports

- Professional Development Opportunities

Dr. McAllister-Parsons spoke to the members regarding a virtual five- day training for cognitive guided instruction. EL funds pay for the additional hours as well as registration. Dr. McAllister-Parsons also informed the members that the Bilingual Assistant's are meeting with Mrs. D'Antoni on a regular basis and strategizing.

- Parent and Family Development Opportunities

Mrs. Liu is posting all opportunities on Class Dojo.

- Interventions

Dr. McAllister-Parsons spoke about teachers tutoring outside of their regular work hours. Dr. McAllister-Parsons stated that iReady results will be used to form groups and added that the Summer Academy will be available at all Alvord schools this summer. Additionally, Twinhill teachers will host the Twinhill students for the Summer Academy.

#### 6. Principal's Report

- Dr. McAllister-Parsons told members that she was "Truly in awe of the work all teachers are doing" and added that she was able to make it into all the classrooms this week. Dr. McAllister-Parsons announced the Twinhill Employees of the year. These employees are Shanna Gutierrez-Teacher of the Year, Jennifer D'Antoni-Site Support Employee of the Year, Lucy McReynolds-Classified Employee of the Year, and Erika Marquez was submitted to the District Selection Committee by Dr. McAllister Parsons to be considered for Elementary Counselor of the Year.

#### **IV. Hearing Session/Public Comments**

- Mrs. Villarinho asked anyone had anything to add. No further discussion or comments took place. The next meeting is scheduled for February 18, 2021.

#### **V. Adjournment**

- The meeting was adjourned at 3:43 pm. It was motioned/seconded/carried to adjourn the meeting. (McReynolds/Bales), (6-0-0)

**AB 1747**

# **Comprehensive School Safety Plan**

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## **Valley View Elementary School**

11750 Gramercy Place, Riverside CA  
(951) 358-1670

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## Introduction

It is the policy of the Alvorð 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 recover.

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

Valley View is a safe school overall. Few reports regarding vandalism (broken window, tagging) have occurred. A behavior assembly is provided twice annually to inform students of Ed Code, school rules and district policy regarding discipline and consequences. The full-time school counselor meets with students upon return from a suspension and as requested by administration. School safety as reported by parents on the CHKS 2018-2019, state 90% strongly agree or agree that 'School is a Safe Place for Students'. School safety as reported by teachers on the CHKS 2018-2019, state 100% strongly agree or agree that 'School is a Safe Place for Students' and 100% strongly agree or agree that 'School is a Safe Place for Teachers'.

## 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 Policy

The Alvord Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board 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' dress and grooming must not present a health or safety hazard or a distraction which would interfere with the educational process - Board Policy 5132(a).

In accordance with Board Policy, Valley View recommends the following school attire:

- \* Tops - Students can wear, 3-button tees, collared Polos, t-shirts, school shirts, or blouses with no logos.
- \* Tops must cover midriffs when arms are raised and underwear must be completely covered so halter tops, spaghetti straps are not allowed.
- \* Bottoms - Students can wear pants, skirts, shorts, jumpers, overalls, or skorts.
- \* Shoes must be safe. Sandals must have heel straps so they stay on, and provide adequate protection.
- \* Flip-flops are not permitted.

Students may not have hair, piercing, or body art which may be considered disruptive to the educational process. (Examples include, but are not limited to: tall Mohawks, unnatural hair color, spiked piercings, etc.)

Students are not allowed to wear any clothing that is unsafe, offensive, or degrading of other people. Clothing may not contain language or symbols oriented towards violence, vandalism, sex, drugs, alcohol, or tobacco. Students are not allowed to wear gang-related apparel that may include, but is not limited to:

Hats, caps, hairnets, bandanas, or headgear

- Chains
- Loose, excessively oversized "baggy" clothing, for example, pants not waist size
- with oversized legs or excessively long shirts
- Pants which extend past the shoes
- Oversized dangling belts
- Gang related overalls (with or without straps undone)

- Any combination of clothing which law enforcement agencies currently consider Gang-related.

## 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:

Through open-door policies and frequent two-way communication, expectations of students is communicated to parents by the following: Back to School Night, parent teacher conferences, invitation to attend behavior assembly, read and acknowledge Student/Parent Handbook, review and sign annual Title-I three-way compact, review and sign classroom/teacher rules and expectations notice, read signage throughout school building promoting a safe, inclusive and positive school culture.

## Collaboration Strategies

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

A Safety Collaboration meeting was held on October 16, 2020. A review of school safety plans was conducted by site representatives and with local emergency response teams. Valley View has developed a very effective relationship with our assigned Riverside Police Department School Resource Officer. The School Resource Officer visits our campus regularly for a variety of purposes: to greet students at recess/lunch time, to present career choices during college and career week, and to celebrate success, such as awards and end of year activities. The school Safety Committee meeting to address the current plan was held on December 1, 2020. Our School Site Council is scheduled to approve the plan on January 14, 2021. Staff training occurred December 4, 2020.

## 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:

- SecondStep Anti-Bullying Curriculum, provided at each grade level, provides preventative and responsive strategies for students to decrease bullying and violence.
- SecondStep Curriculum, provided at each grade level, provides conflict resolution and problem solving skill building for students to resolve conflicts in a peaceful manner.
- Classroom lessons for suicide prevention are provided based upon appropriateness for the students developmental level. Lessons provided are under topics such as anxiety, trauma and coping skills.

- The AUSD Suicide Assessment protocol that was created by our district which provides the process when a student has made a threat to themselves.
- Mental health resources have been identified and provided both as needed on an individual basis and periodically on a school-wide level through ClassDojo.

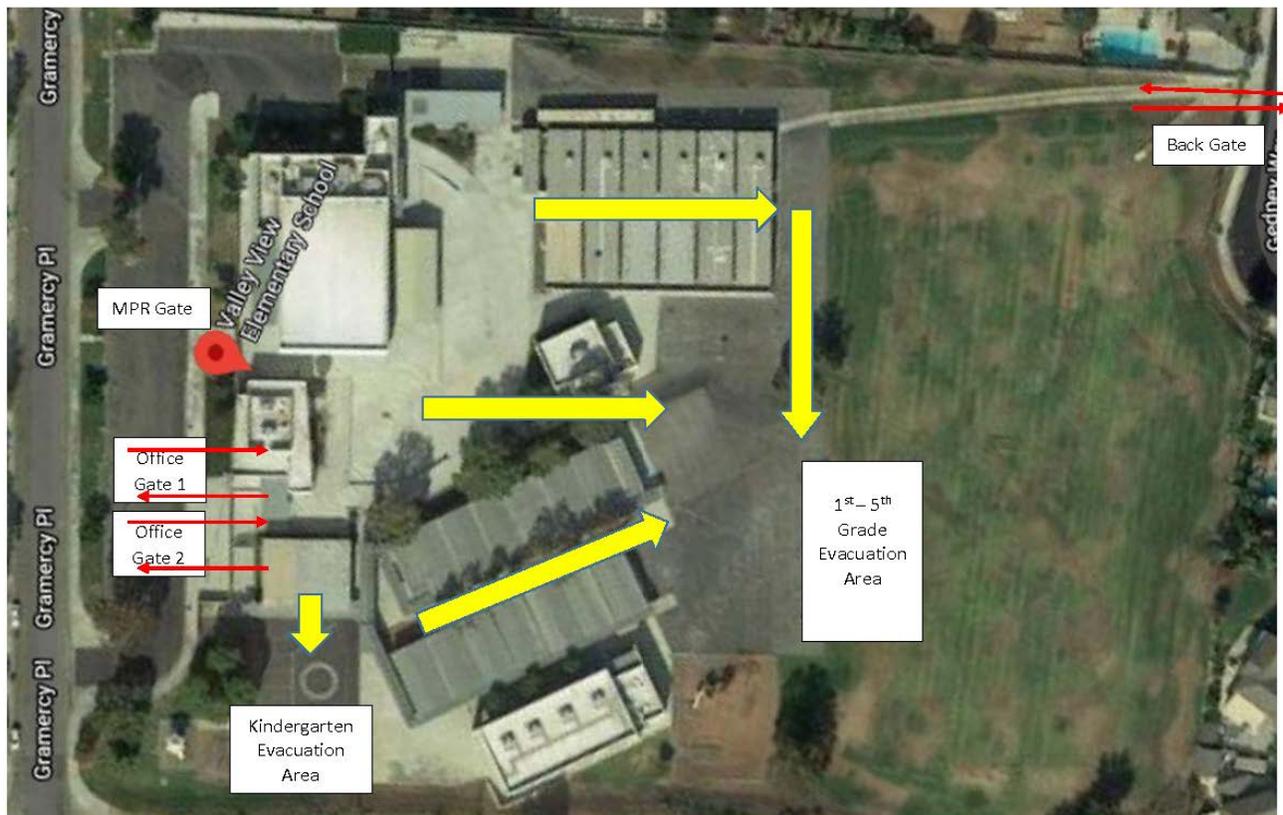
## Procedures for Safe Ingress and Egress

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

### Valley View Ingress and Egress Gate Map



Revised: 10-23-2020

## 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:

A complete review of the safety plan, the staff responsibilities and resources were reviewed. The staff safety plan training is scheduled for December 4, 2021.

### 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:**

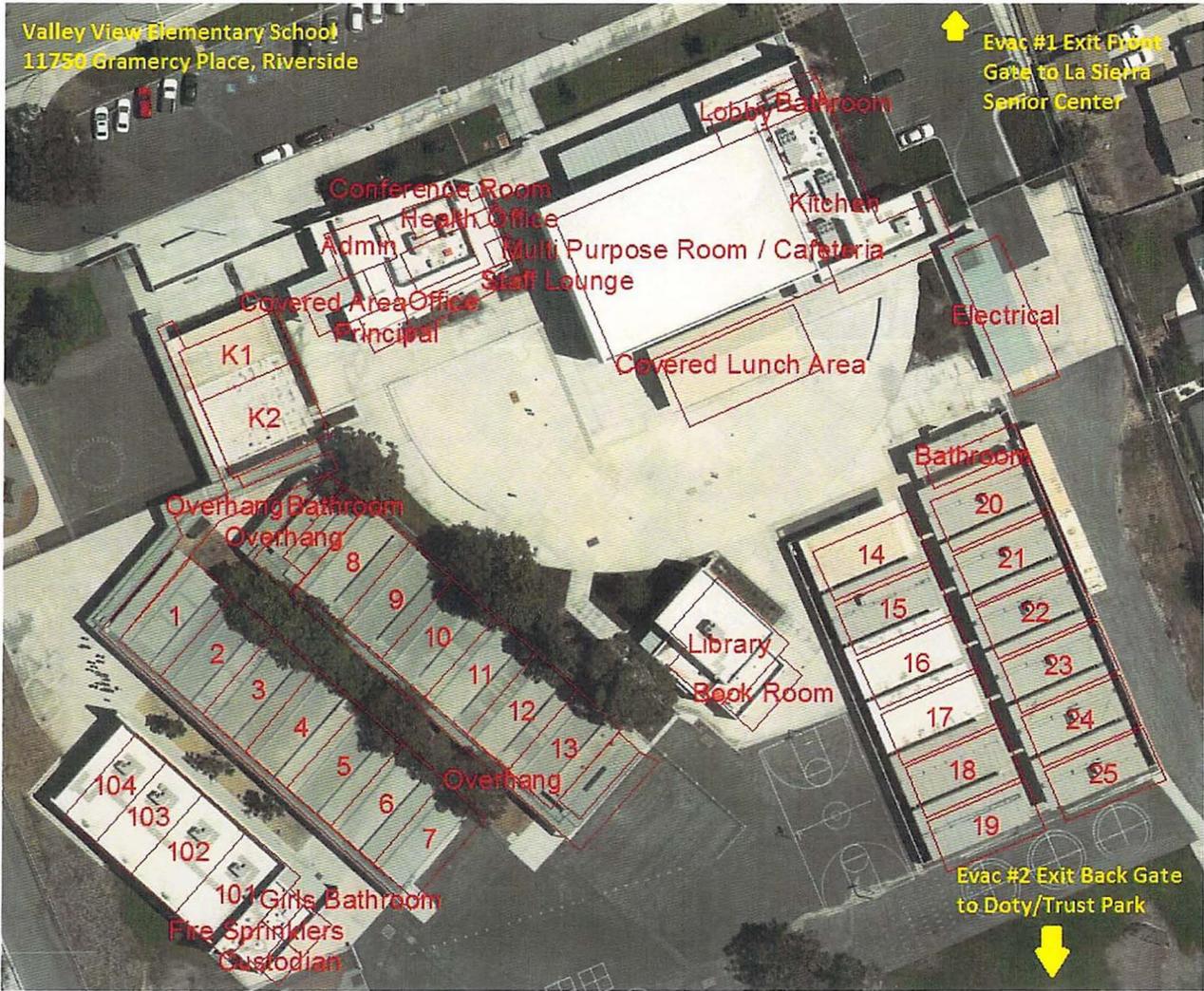
- Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
- Review all paths of travel and potential obstacles to determine most practical evacuation routes.
- For individuals with mobility impairments 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.

### Curtailement 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.

### 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:

| <b>TRIAGE Priorities</b>            |  |
|-------------------------------------|--|
| <b>Highest Priority - RED TAG</b>   |  |
| 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   |
| <b>Second Priority - YELLOW TAG</b> |  |
| 1.                                  | Major multiple fractures                                       |
| 2.                                  | Back injuries with or without spinal cord damage               |
| <b>Third Priority - GREEN TAG</b>   |  |
| 1.                                  | Fractures or other injuries of a minor nature                  |
| <b>Lowest Priority - BLACK</b>      |  |
| 2.                                  | Obviously mortal wounds where death appears reasonably certain |
| 3.                                  | Obviously deceased   |

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

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

#### Initial contact

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

#### Assess respiration (normal, rapid, absent)

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

#### Assess perfusion (pulse, bleeding)

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

#### Assess Mental Status (commands, movement)

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

### **Automated External Defibrillator (AED)**

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

N/A

### **Operation Summary**

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

## Mass Casualty

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

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

## Order of Succession

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

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

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

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

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

### Order of Succession

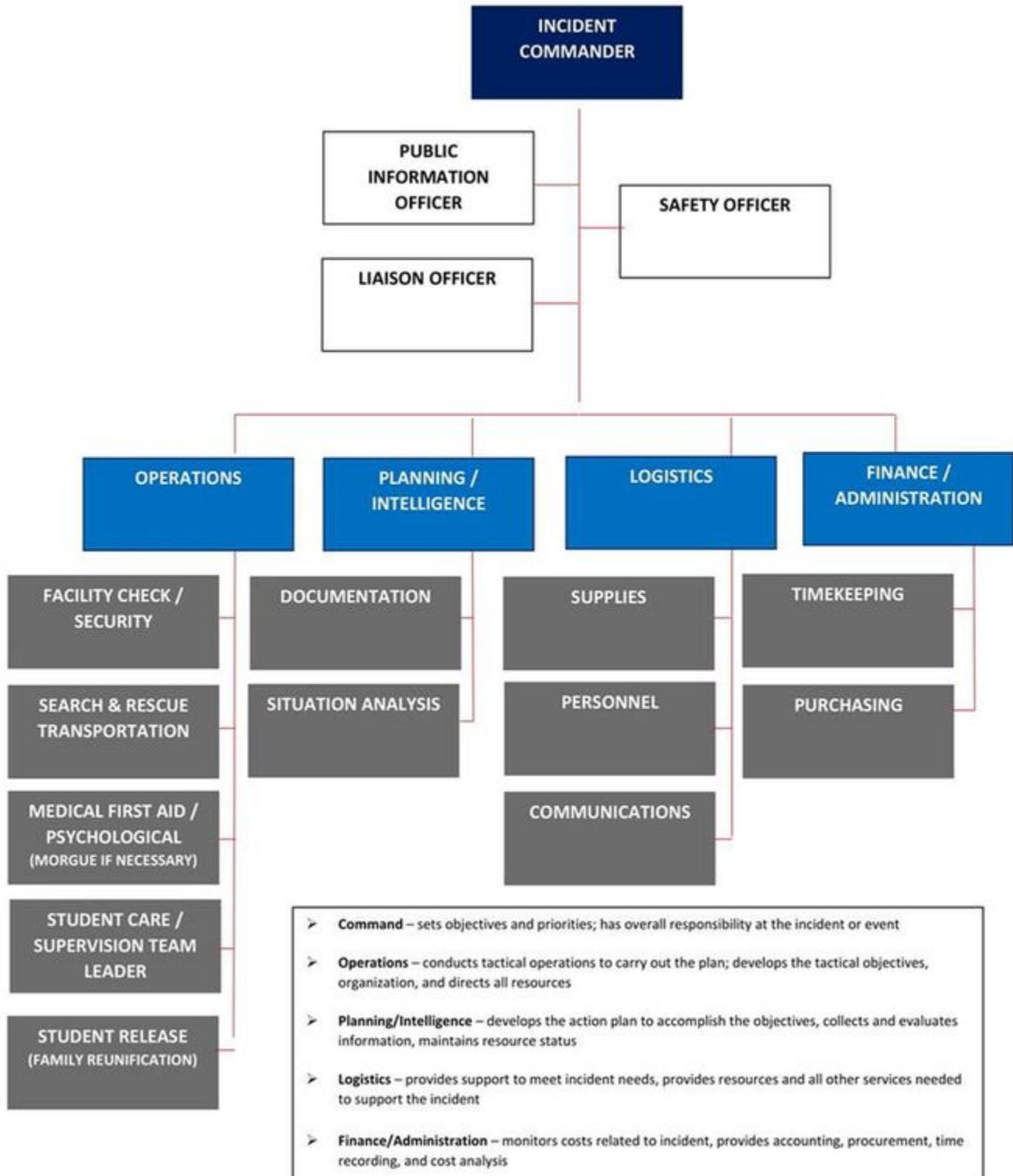
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Traci Vaughan
2. Administrative Designee – Pete Gennero
3. Administrative Designee/Other – Suzannah Janea Martinez
4. Administrative Designee/Other – Amelia Torres

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** – Traci Vaughan

**Incident Commander** – Traci Vaughan

**Safety Officer** – T. Vaughn, E Hayes, J. Martinez

**Liaison Officer** – P. Gennero, D. Hernandez

**Public Information Officer** – T. Vaughan, J. Martinez

## OPERATIONS

**Operations Chief** – Pete Gennero

**Facility Check / Security Lead** – E. Hayes, Custodial Staff, Campus Supervisors

**Search and Rescue Team / Transportation Lead** – Erike Hayes, M. Garcia

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

**Medical First Aid / Psychologist Team Lead** – Julie Biggio (Health Assistant), N. Claros, S. Aguilar, J. Martinez

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

**Student Care / Supervision Lead** – K. Juggert, S. Baker, K. Herrera, P. Crocker, N. Barnett

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

**Student Release Team Lead** – Amelia Torres, N. Claros, M. Roble, O. Mendoza

(Other staff added as needed)

## PLANNING / INTELLIGENCE

**Planning / Intelligence Chief** – Deserea Hernandez

**Documentation** – R, Saenz-Lara, L. Chavez, C. Vega

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

**Situation Analysis** – M. Green, D. Ramirez-Maravilla, J. Kenoyer

## LOGISTICS

**Logistics Chief** – Erike Hayes, J. Simental-Ocampo

**Supplies Lead** – Evelina Felix, D. Taylor, C. Paul

**Personnel** – L. Palacios, D. Vazquez, L. Molina

**Communications** – A. Torres, S. Chung

(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** – Amelia Torres

**Timekeeping** – Amelia Torres, N. Claros

**Purchasing** – Amelia Torres, N. Claros

## 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.

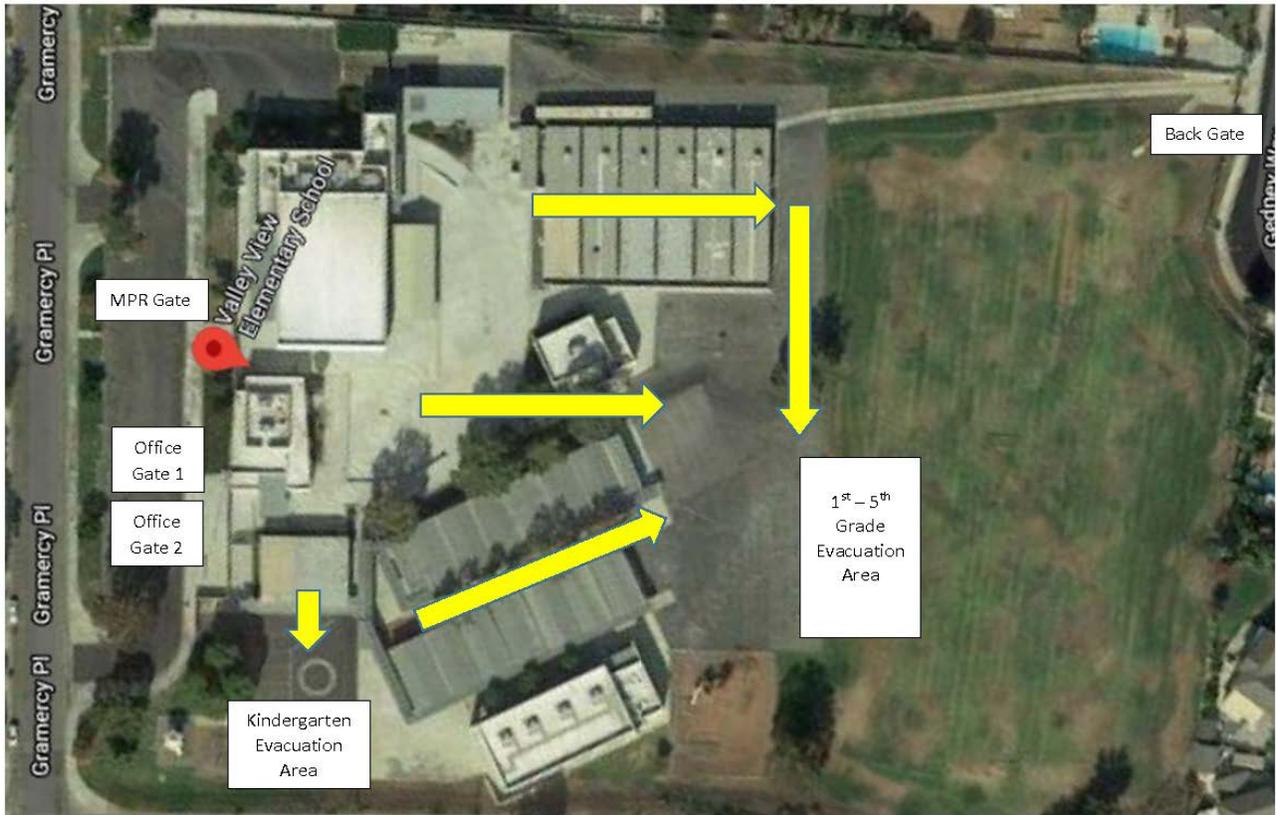
| Staff From Room:  | Staff From Room:                                    |
|---|---|
| K-2 - Kelly Herrera   | K-1 - Isabel Montoya (Virtual)                      |
| 101 - Jennifer Robbins  | 102 - Mary Green                                    |
| 103 - Donna Taylor  | 104 - Maryann Roble                                 |
| 1 - Evelina Felix   | 2 - Janet Renteria                                  |
| 4 - Regina Saenz-Lara   | 6 - Sandra Aguilar                                  |
| 5 - Livier Chavez (Virtual)   | 7 - Sandra Nuno (Virtual)                           |
| 8 - Dayana Ramirez Maravilla  | 9 - Simon Chung                                     |
| 10 - Christina Gomez (Virtual)  | 12 - Maria Elena Jimenez (Virtual)                  |
| 11 - Livier Palacios  | 13 - Sandra Vargas                                  |
| 15 - Janea Martinez   | 20 - Kary Juggert                                   |
| 15 - Jennifer Ocampo & Marisol Rios                                   | 25 - Patty Crocker (Virtual)                        |
| 16 - Ricardo Chaparro   | 22 - Mario Garcia                                   |
| 17 - Sarah Baker  | 23 - Diana Vazquez                                  |
| 18 - Carmen Vega  | 24 - Audrey Slavin                                  |
| 19 - Natalie Avina  | 25 - Pete Gennaro, Brenda McDermott, & Carleen Paul |
| Office - Traci Vaughan  | Office - Amelia Torres & Norma Claros               |
| Office - Deserea Hernandez  | Office - Julie Biggio                               |
| MPR - Erike Hayes   | MPR - Erica Pelayo & June Fries                     |
| Campus - Janet Rangel, Tina Carrillo, Andrew Matute, & Celeste Batres | PE Field - Keff Kenoyer, Nichole Barnett            |
| Campus - Orchid Mendoza & Luz Molina                                  | Library - Judith Earle                              |

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

# Valley View Evacuation and Gate Map



Revised: 10-23-2020

### 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**
  - Maintain all required records and documentation to support the history of the emergency or disaster
  - 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**
  - 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.

### 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

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## 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.

### 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.

### 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)

### 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.

### 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**
  - 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:**
  - Date
  - Time
  - Originator
  - Recipient
- **Follow communications protocol**
  - 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

### 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**

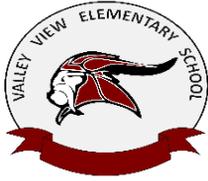
#### Closing Down:

- **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 Unified School District  
**Valley View Elementary School**  
School Site Council



January 14, 2021

Minutes

Meeting Location: Virtual Meeting Online Time: 2:00pm

Zoom ID: 92550500677 Password: YR5te41uvx

**I. Introductory Procedure**

1. Call to Order at 2:13pm
2. Establishment of Quorum with 9 members: Traci Vaughan, Sarah Baker, Christina Gomez, Mary Green, Amelia Torres, Christina Perez, Karina Sicairos, Bryn Pelegrino, Karen Taylor and a district translator, Ivonne Orozco
3. Pledge of Allegiance
4. Welcome and Introductions

**II. Action Items**

1. Approve minutes from: [November 12, 2020 Minutes](#)

Motion made: Bryn

Seconded: Mary

Passed 8:0 with one abstain  
(Sarah wasn't present at last meeting)

2. Approve Comprehensive School Safety Plan

Sarah suggested adding the bomb threat information and additional edits were made. Traci will turn in to the District.

Motion made: Karen

Seconded: Christina P.

Passed 9:0

3. Approve Categorical Expenditures [Categorical Expenditures](#)

Low Income and Title One Expenditures were reviewed and Traci explained the additional hours

for Tier 3 Intervention. Karen added that there is a lot of positive research on this type of intervention. Traci is calling it "The Promise Group" since the state moved away from using the term "at-risk" since it is derogatory and now using the term "at promise learner" therefore it is requested that \$11,760 be used for teachers to meet one-on-one with a targeted group of students; Parent package of positive promotions so parents can reward students at home and includes a booklet and earbuds for a total of \$1,155; Wacky Science Show assembly for students during February for Science Fair month \$497.

Motion made: Karina

Seconded: Karen

Passed 9:0

**III. Discussion/Information**

1. Budget Reports by Funding Source [Valley View Weekly Expenditure](#)

Traci shared that we have money to spend by March so start thinking about what will truly help students especially during the unforeseen Pandemic and virtual learning and the upcoming year. Possible ideas would be to spend it on SEL and Karen shared that Castle has done some great work and will look into her resources and share at a later date. The idea of doing a teacher survey to see what teachers need was also brought up. Karina suggested to look into the [Trauma Resiliency Institute](#) for resources. Karen asked if we have a committee for Tier 1 and Tier 2 to address needs in these areas. Traci will send out an email to all staff to

work together on the MTSS to address Tiers 1 and 2. Karen suggested [Yoga Ed](#), trauma informed program for teachers who teach children and resources for Mindfulness.

2. Training Topic:

- School Accountability Report Card  
Our SARC is being updated and is a public document.
- Present school budget tied to SPSA actions (obtain input/document in minutes)

3. School Plan for Student Achievement (SPSA)

- Reviewing and update SPSA goals/actions aligned to need

4. Reports from Parent Committees

- Action Team for Partnership (ATP)  
Maryann is coming back and Traci is asking what parents want to see. We also need a new PTA president since the last one resigned October 2020. Bryn is interested and

Traci

will put her in contact with the District person for training. Traci asked if parents would be interested in doing a Virtual Book Club. It seems this will be a possibility.

- English Learners Advisory Committee (ELAC)  
We do not have an ELAC representative and will need one.
- District Parent Advisory Committee (PAC)  
Christina P. shared [“Breathing Fish”](#) to help students with mood and stress and also shared the [LCAP Advisory Slides.pptx](#). It is also encouraged that parents and teachers participate in the Thought Exchange.

5. Program Reports

- Professional Development Opportunities (Paraprofessionals, Teachers)  
Mrs. Martinez, our counselor, will be going to a 4-day training on SEL. Traci stated that there is still money for training since teachers have not attended conferences being that all has been online. Reach out to her if you are interested in attending a conference with a cost.
- Parent and Family Involvement Opportunities  
Mary shared the RCOE Dual training with Lisa Rivera with great curated resources for Dual and English Learner students; Karen shared that CTA has some great conferences on [www.ctago.org](http://www.ctago.org)
- Interventions  
Traci shared the “Promise Group”; teachers are meeting with students in small group, during office hours and one-on-one; Sarah shared that students are meeting with Ms. Paul for ELT based on i-Ready data; Christina G. suggested a Dual Intervention teacher for next year which Traci will include in the School Plan.
- Principal’s Report  
Traci is very happy with the staff because everyone is going above and beyond. We are

in

different times and she is grateful for the way everyone has come together to focus more on SEL and Mindfulness. The current situation has affected us all in different ways and we are dealing with it. She is looking forward to the 2nd semester.  
Additional comments: Karina is happy about hearing about the Programs that will be implemented.

#### 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 11, 2021 during the President's break, is this an option? Yes, we will keep this meeting.
3. Adjournment at 3:31pm: Action Item  
Motion made: Bryn                      Seconded: Christina P.                      Passed 9:0

### **Zoom Chat:**

From Sarah to Everyone: 02:10 PM

Sarah Baker, teacher

From Karen Taylor to Everyone: 02:11 PM

Karen Taylor, parent

From Mary G. to Everyone: 02:11 PM

Mary Green-teacher

From Ivonne Orozco Rangel to Everyone: 02:11 PM

Ivonne Orozco Rangel, interpreter

From Me to Everyone: 02:11 PM

Christina Gomez, Teacher

From Amelia Torres to Everyone: 02:11 PM

Amelia Torres - VV staff

From Bryn Pellegrino to Everyone: 02:11 PM

Bryn Pellegrino Parent

From Karina Sicairos to Everyone: 02:11 PM

Karina Sicairos (parent/committee member)

From Christina Perez to Everyone: 02:12 PM

Christina Perez /parent /member

From Amelia Torres to Everyone: 02:15 PM

Amelia Torres VV staff

From Me to Everyone: 02:20 PM

<https://docs.google.com/document/d/18s0Yhbbzix2WH3F36jMQ6vbx4hR-dzCCoWwUGbvnX00/edit>

From traci.vaughan@alvordschools.org to Everyone: 02:20 PM

Traci Vaughan, Principal

Through open-door policies and frequent two-way communication, expectations of students is communicated to parents

by the following: Back to School Night, parent teacher conferences, invitation to attend behavior assembly, read and

acknowledge Student/Parent Handbook, review and sign annual Title-I three-way compact, review and sign

classroom/teacher rules and expectations notice, read signage throughout school building

promoting a safe, inclusive and

positive school culture.

From Karen Taylor to Everyone: 02:24 PM

I can't find it either

doesn't come up in search

From Christina Perez to Everyone: 02:25 PM

I noticed one grammatical error

From traci.vaughan@alvordschools.org to Everyone: 02:31 PM

file:///C:/Users/traci.vaughan/Downloads/2020\_Comprehensive\_School\_Safety\_Plan\_Valley\_V  
iew\_Elementary\_School\_20210114.pdf

From Me to Everyone: 02:35 PM

<https://docs.google.com/document/d/18s0Yhbbzix2WH3F36jMQ6vbx4hR-dzCCoWwUGbvnX00/edit>

From Karen Taylor to Everyone: 02:42 PM

great idea

thank you

From Karen Taylor to Everyone: 02:55 PM

Here is the website Karina was talking about: <https://www.traumaresourceinstitute.com/>

From Karina Sicaireo to Everyone: 02:56 PM

thanks so much for looking it up!

From Christina Perez to Everyone: 02:58 PM

there was a meeting regarding mood and stress just recently provided by alvord and it was really good I attended

last week I believe

<https://youtu.be/gLbK0o9Bk7Q>

this is amazing

From Mary G. to Everyone: 03:01 PM

what is the name again, Karen?

From Karen Taylor to Everyone: 03:02 PM

Yoga Ed

From Mary G. to Everyone: 03:02 PM

Thank you!

From Karen Taylor to Everyone: 03:08 PM

<https://yogaed.com/>

but they will have great technology skills!

it's gonna be hard for us as parents to cut the cord... LOL

From Amelia Torres to Everyone: 03:13 PM

Doesn't the district have a digital library?

From Karen Taylor to Everyone: 03:15 PM

that sounds great

I'm the alternate but couldn't attend

From Christina Perez to Everyone: 03:20 PM

[https://drive.google.com/file/d/1cxg3E5JAHS5Zlci\\_yVknmq9tofjA6sil/view](https://drive.google.com/file/d/1cxg3E5JAHS5Zlci_yVknmq9tofjA6sil/view)

<https://my.thoughtexchange.com/#196005056>

that is thought exchange link

From Karen Taylor to Everyone: 03:20 PM

[www.ctago.org](http://www.ctago.org)

From Karen Taylor to Everyone: 03:28 PM

great meeting today

thank you

From Sarah to Everyone: 03:30 PM

I can do it, but I will need extra reminders from Amelia.

From Amelia Torres to Everyone: 03:32 PM

ok

