

AB 1747

Comprehensive School Safety Plan

Arlanza Elementary School

5891 Rutland Street, Riverside CA
(951) 358-1600

Table of Contents

Introduction.....	4
Continuity of Operations (COOP)	5
Guidelines for Plan Development.....	7
School Safety Committee	9
School Crime Assessment.....	10
Child Abuse Reporting and Prevention.....	13
Suspension and Expulsion and Due Process	17
Staff Notification of Dangerous Students	25
Campus Safety	26
School Discipline.....	29
Sexual Harassment Policy	34
Discrimination and Other Harassment Policy.....	35
Dress Code Policy	41
Drug Free Expectations.....	44
Parent Involvement Strategies	47
Collaboration Strategies	51
Prevention and Intervention Strategies	52
Procedures for Safe Ingress and Egress.....	54
Emergency Evacuation Routes and Procedures	56
Reunification	60
Emergency and Disaster Response Procedures.....	61
Earthquake	61
Fire.....	63
Power Outage / Rolling Blackouts	63
Communication	64
Security Alert	64
Lockout	65
Lockdown	65
Lockdown: Active shooter	67
Shelter-in-Place	69
Bomb Threat.....	70
Intruder on Campus.....	70
Hostage Situation	71
Poisoning, Chemical Spills, Hazardous Substances, Severe Weather	71
Hazardous Substances.....	72
Severe Weather	72

Drills.....	74
Medical Emergencies.....	75
Mass Casualty	78
Order of Succession	79
Incident Command Center	80
Emergency Operations Center – Team Assignments	81
Buddy Roster	82
Appendix – Incident Commander.....	83
Appendix – Safety Officer	85
Appendix – Public Information Officer (PIO)	86
Appendix – Liaison Officer	88
Appendix – Operations Chief.....	89
Appendix – Facility Check / Security.....	90
Appendix – Search and Rescue Team Leader	91
Appendix – Search and Rescue Teams	92
Appendix – Medical Team Leader	93
Appendix – Medical Team	95
Appendix – Medical Branch Morgue	96
Appendix – Student Care	97
Appendix – Student Release.....	98
Appendix – Planning / Intelligence Chief.....	100
Appendix – Documentation.....	101
Appendix – Situation Analysis	102
Appendix – Logistics	103
Appendix – Supplies / Facilities	104
Appendix – Personnel / Staffing	105
Appendix – Communications.....	106
Appendix – Finance / Administration	108
Appendix – Timekeeping	109
Appendix – Purchasing	110

Introduction

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

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

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

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

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

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

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

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

Continuity of Operations (COOP)

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

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

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

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

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

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

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

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

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

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

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

Guidelines for Plan Development

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

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

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

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

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

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

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

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

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

School Safety Committee

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

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

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

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

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

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

School Crime Assessment

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

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

Crime / Community Data

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

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

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

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

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

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

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

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

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

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

Arlanza is a closed campus. Since March 2020 Arlanza has been closed to students and limited staff members have had access to the campus. The highest calls for service was in December 2019 during a two-week period where the campus was closed due to Winter Recess. There was limited property damage to the school that included graffiti and fencing damage. Arlanza attendance rates have been steady based on the incentive program implemented throughout the year. Since attendance was not mandatory on Fridays at the beginning of the school year, and later it changed to students having to complete an assignment to receive credit for being present, the inconsistency has caused confusion and has resulted in attendance issues on Fridays. The number of students counseled for school disruptions were consistent from October 2019 through March 2020. Using specific school interventions, we were able to prevent multiple incidents that could have impacted disruption to disciplinary occurrences. Staff perception of safety at Arlanza has been that as long as we continue increasing intervention through positive behavioral norms, students will continue to feel welcome and safe. Parents' perception of the school's safety continues to be positive and reported that parental involvement needs to increase in order for children to witness collaborative efforts amongst school staff, administration, and the community. Student perception regarding safety has identified as bullying being the main concern. However, continuing to implement counseling services, the Seven Habits of Mind, and PBIS, will deter students from negative behavioral actions and lead to a feeling of belonging to a part of a positive school community.

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.

ARLANZA STUDENT DRESS CODE

Philosophy: All elementary students need to be dressed and groomed in a manner that will not interfere with or detract from the educational or instructional process. Student dress should not disrupt instruction or create an unnecessary or unreasonable risk of injury or harm to any student.

GUIDELINES FOR DRESS AND GROOMING

1. Halter tops, spaghetti straps, half shirts, tube tops, and muscle shirts, are not to be worn. Top straps must be at least one inch in width. Mid-section of stomach should be covered at all times, including when hands are raised above the head. Any clothing that excessively reveals your body or undergarments that are clearly visible is inappropriate for school and is not permitted.
2. Shoes must be worn at all times. Sandals must cover toes and have a strap around the heel of the foot. Flip-flops, platform shoes, or heels are not permitted. Appropriate shoes for P.E./recess must be brought to school if other styles are worn.
3. Skorts, dresses, jumpers, and skirts can be worn as long as they reach a student's fingertips when her arms and hands are flat on her side. It is recommended that girls wear shorts under their dresses/skirts during PE and while on the playground.
4. Shorts should not be shorter than mid-thigh for boys or girls.
5. Clothing that has been excessively ripped or shredded may not be worn if it shows undergarments or creates a safety hazard for the wearer or others.
6. Sunglasses, hats, hoods, hair scarves, etc. may be worn outside only or with express permission from a teacher or administration based on special circumstances. Hats may not be worn backwards or sideways.
7. Clothing, hats, and personal belongings with gang-related language or images; foul language; language or images that do not align with our District's Organizational Core Value of treating others with dignity and respect; language or images that advertise drugs, alcohol, tobacco; or that are otherwise offensive are NOT permitted.
8. Students are not to wear excessively baggy or low hanging pants or shirts or excessively long belts. Pants must be worn at the waist and all belts must be an appropriate size.
9. Chains of any kind or size are not permitted on campus. This includes wallet chains and large link necklaces.
10. Fake fingernails or obvious make-up may not be worn. Outrageous hairstyles (such as Mohawks) and colors will be considered individually on the basis of their distractibility. Make-up, hair spray, and perfume are not permitted on campus. Students will be asked to wash off makeup and nonpermanent hair color.
11. Hoop or dangly earrings may not be worn at school, as they pose a safety hazard.
12. Temporary tattoos are not permitted. Students will be asked to wash them off.

13. Earrings, jewelry, or accessories, including safety pins worn on the outside of the clothing, which present a safety hazard to the wearer or others, are not suitable for school wear. Visible body piercings, which presents a safety hazard to the wearer or others (such as pointed studs, infected piercings, etc.), is prohibited for safety reasons.

STUDENT DRESS CODE INTERVENTIONS AND CONSEQUENCES

When a student comes to school dressed inappropriately, any of the following interventions and consequences may be used:

1. Student will be offered clean, alternative clothing.
2. Parents may be contacted and asked to bring appropriate clothing to school. Student may be required to sit in the office until parents can provide appropriate clothing.
3. Students may be asked to reverse their shirt or cover them with other clothing.
4. Items such as sunglasses and hats may be taken away when worn at inappropriate times. These items will need to be picked up by a parent from the teacher or site administrator.
5. Students who continue to dress inappropriately may be assigned recess, lunch, or after school detention. Behavior/Dress code contracts will be used when appropriate.
6. Students who repeatedly dress inappropriately for school may be suspended for defiance.

The principal or assistant principal will be responsible for making the final determination as to whether clothing or apparel interferes with or disrupts the educational or instructional process.

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:

The goal of the parent involvement program is to empower parents to work cooperatively as full partners in working toward the mission of ensuring that each student will master or exceed Common Core State Standards (CCSS), while developing academic and life skills.

PART I: GENERAL EXPECTATIONS

Arlanza Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's School-Parent Compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- that parents play an integral role in assisting their child's learning.
- that parents are encouraged to be actively involved in their child's education at school.
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and are members of advisory committees to assist in the education of their child.
- the carrying out of other activities, such as those described in section 1118 of the Elementary and Secondary Education Act (ESEA).

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL

PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Arlanza Elementary School 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 given at School Site Council (SSC), English Learner Advisory Council (ELAC) and Principal's Coffee meetings.
- The revised policy will be shared by administration at Back to School Night and during the annual Title I parent informational meeting.

2. Arlanza Elementary School will take the following actions to distribute to parents of participating children the School Parental Involvement Policy:

- The policy will be distributed by teachers on Back-to-School Night.
- Additional copies of the policy will be available in the main office for students who enroll after Back-to-School Night.

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

- The policy will be updated every two years.
- Review of school academic achievement, parental concerns, and safety issues will be activities that prompt review of the policy.

4. Arlanza Elementary School will convene an annual Title I meeting to inform parents:

- That their child's school participates in Title I.

1. Meetings will be held in the evening and morning to accommodate parents.

2. Meeting notices will be sent home with all students.

3. Parent incentives will be used to encourage meeting attendance.

- About the requirements of Title I.
- Of their rights to be involved.

5. Arlanza Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

- Child care will be provided for meetings when applicable.
- Meetings and workshops will be offered in the morning and evening to accommodate all parents.
- Special contact (telephone calls or written notices) will be made to invite hard to reach parents.
- Reminder calls will be made to students' homes utilizing the District's automated call system the night before.

6. Arlanza Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:

- Parents will receive a notice and agenda of SSC and ELAC meetings a minimum of 72 hours in advance.
- Results of annual state testing will be mailed home in a timely manner.

7. Arlanza Elementary School will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet during any combination of the following events:

- Back to School Night
- Parent Teacher Conferences
- Annual Title I Meeting
- Parent Council Meetings (SSC, ELAC)
- Principals' and Counselor's Coffee
- Parent Trainings (i.e. Parent University, Grade Level Workshops, etc.)

8. Arlanza Elementary School will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parent Council Meetings (i.e. SSC, ELAC,)
- Principals' Coffee Meetings
- Parent Trainings (i.e. Parent University, Grade Level Workshops, etc.)
- Parent Teacher Association (PTA) Meetings

9. Arlanza Elementary School will submit to the district any parent comments of the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- School-wide plan will be shared with parents during SSC and ELAC parent meetings.

- If any parent comments dissatisfaction regarding the school-wide plan content, the comments will be forwarded to the Office of Special Projects and Accountability and to the Deputy Superintendent.
- All efforts will be made to revise the plan so that it meets with the satisfaction of all parents.

10. Arlanza Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:

- Arlanza will use the Listen and Talk kits to help translate meetings.
- Arlanza will send home flyers in English and Spanish.
- Translators will be provided by the site or district during Back to School Night, and when there is a parent conference, IEP, workshop, training, or meeting scheduled.
- Arlanza has ramps in all portable classrooms so the disabled will be able to get into the classrooms easily.
- For our migratory students, Arlanza will update the student records and make sure the CUM records follow the student to their new school.

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Arlanza 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 Trainings (i.e. Parent University, Grade Level Workshops, etc., provided by the Community Worker, counselor, grade level teachers, administration, district employees, members of the Action Team for Partnership (ATP) team and/or outside agencies.
- Family Involvement Nights (focuses may include: Movie Nights, Reading Nights, Math Nights, Science Nights, Art Nights, Physical Fitness Nights, Festivals, etc).

2. The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

- Parent input will be given regarding the Student/Parent/School Compact.
- The Student/Parent/School Compact will be distributed by teachers on Back-to-School Night. Additional copies of the policy will be available in the main office for students who enroll after Back-to-School Night.
- The Student/Parent/School Compact will be signed by all stakeholders indicated on the compact after Back-to-School Night.

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:

- Common Core State Standards.
- California's student academic achievement standards.
- State and District assessments.
- Requirements of Title I.
- Monitoring their child's progress.
- Working with educators.

Examples will include:

- Parent workshops
- Parent trainings
- Parent-Teacher conferences
- Annual Title I meeting
- Back To School Night presentations
- Conference attendance (i.e. CAFE, etc.)

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Offering parent trainings (i.e. Parent University, Grade Level Workshops, etc.)

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Professional development trainings regarding parent engagement.
- Action Team for Partnerships (ATP) participation and training.
- Regular communication with the onsite Community Worker.
- Providing reference materials and books made available in the Parent Resource Center.

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by:

- Transitional Kindergarten (TK) and Kindergarten Camp to be held each year for incoming TK and kindergarten students and their parents/caregivers.
- Communication will occur between Arlanza Elementary, its TK and kindergarten teachers, and the staff of Head Start.

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school's parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- All school-wide notices will be sent home in English and Spanish.
- Announcements will be displayed on the school office bulletin boards, outside bulletin boards, etc. where they can be visible to most students and parents. If available, announcements will also be displayed on the school's electronic marquee and phoned home to parents using the District's automated call system.
- Upcoming events will be stated verbally during morning announcements for students.
- Students will be encouraged to remind their parents of upcoming events.

Collaboration Strategies

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

Arlanza has worked collaboratively with the Expanded Learning after school program to reach out and work with our community to prevent violence and crime. Expanded Learning's mission is to ensure a safe and positive learning environment for students of Arlanza during the after school hours by providing daily educational, recreational, and enrichment activities. This year, Expanded Learning is offering online learning opportunities with the following virtual classes:

- Dancing Feet
- Homework Support
- Wiggle Time
- Story Time
- S.T.E.M.
- Music and ART
- Enrichment Art and Craft Activities

The collaboration with Expanded Learning prevents violence and crime by having students focus on educational and enrichment activities after school and encourages positive behaviors that would otherwise not occur in an unstructured environment.

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:

Arlanza implements Positive Behavioral Interventions and Support (PBIS) as a program to promote positive behavioral strategies and increase student engagement. PBIS is a school-wide system of supports that is aimed toward improving social, emotional, and behavioral outcomes for all students, including students with disabilities and students from underrepresented groups. Core principles that undergird PBIS include:

1. We can effectively teach appropriate behavior to all children.
2. Intervene early.
3. Use of a multi-tiered model of service delivery.
4. Use research-based, scientifically validated interventions to the extent available.
5. Monitor student progress to inform interventions.

6. Use data to make decisions.
7. Use assessment for three different purposes.

Tier 1 supports include:

1. Establishing Behavioral Expectations: Be Respectful, Be Responsible, Be Safe. Rules and routines are explicitly taught.
2. Labeling Appropriate Behavior in Actions: Asking For Help; Walking in Halls; Working With Others.
3. Teaching Appropriate Behavioral Actions: model, practice, provide feedback.
4. Observing and Praising Appropriate Behaviors to reinforce desired behavior and increase reoccurrence.

Tier 2 Supports Include:

1. Restorative Circles with the Counselor
2. Student/Administrator Contracts
3. Check-in, Check-Out System

Tier 3 Supports Include:

1. 1-1 Counseling & Support
2. Parent/Administrator/Student Behavioral Support Contract

Arlanza implements The Seven Habits of Mind as a program to promote positive behavioral strategies and increase student engagement.

The focus of the The Seven Habits of Mind include the following:

1. BE Proactive
2. Begin with the End in Mind
3. Put First things First
4. Think win-win
5. I Will Listen and then Speak then Understand
6. Synergize
7. Sharpen my Saw

A “Habit of Mind” means having a disposition toward behaving intelligently when confronted with problems. When humans experience dichotomies, are confused by dilemmas, or come face to face with uncertainties—our most effective actions require drawing forth certain patterns of intellectual behavior. When we draw upon these intellectual resources, the results that are produced are more powerful, of higher quality and of greater significance than if we fail to employ those intellectual behaviors. Arlanza uses these habits of mind to encourage positive behavior, how to deal with distraught situations, and to internalize problem solving skills.

Procedures for Safe Ingress and Egress

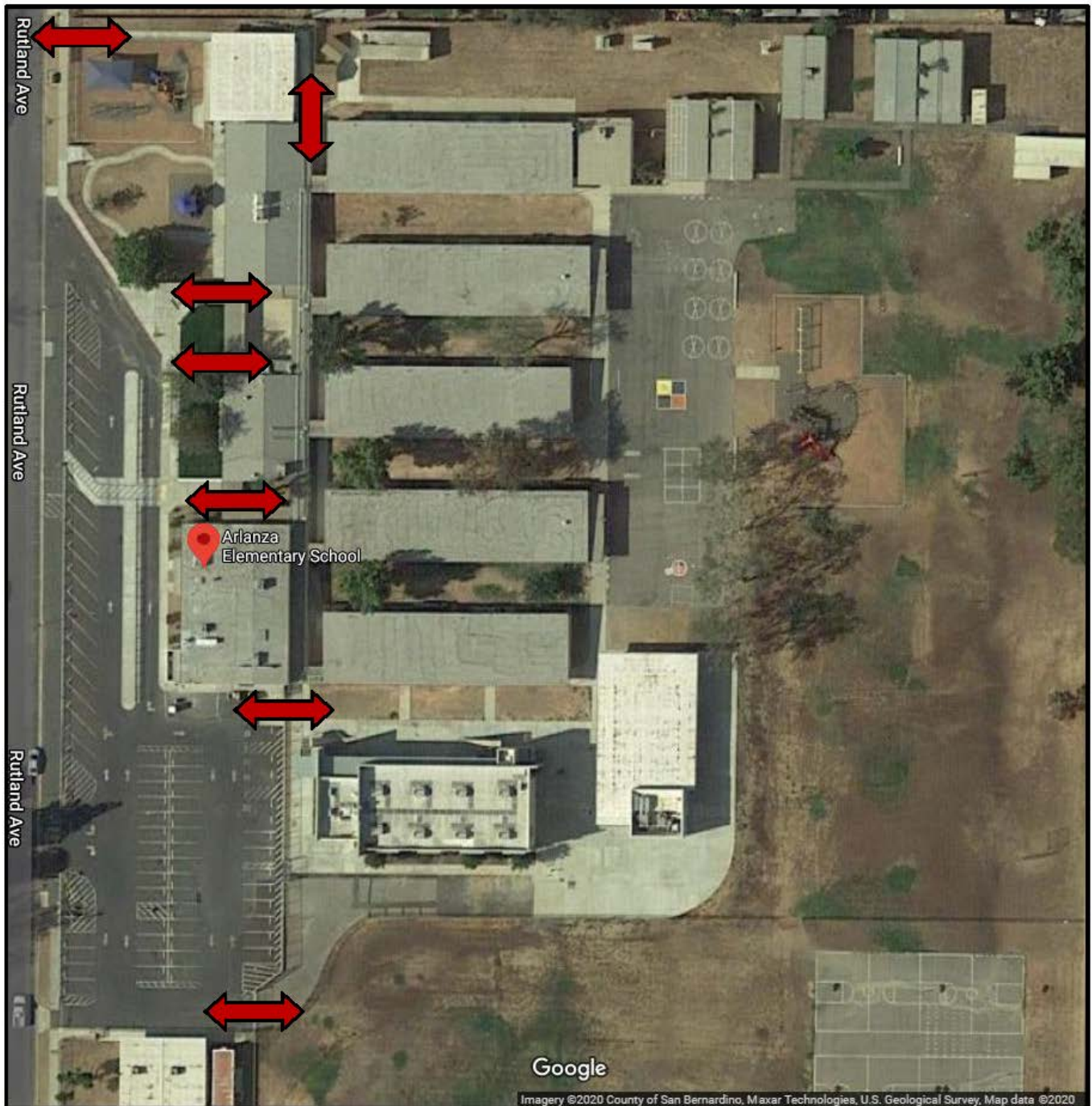
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or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

Arlanza Elementary School Ingress/Egress Map



Emergency Evacuation Routes and Procedures

Planning

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

On-Campus Evacuation/Assembly Location

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

Off-Campus Evacuation/Assembly Location

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

Staff Training

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

Staff training on safety procedures is a priority practice at Arlanza. We begin our annual Comprehensive Safety Plan review by having our Safety Committee review the plan. This is followed by reviewing emergency safety procedures with our school leadership team to assure updates have been put into place on the Comprehensive Safety Plan. Then, during a staff meeting, we review all procedures involving the ingress and egress protocols in case of an emergency. In addition we review earthquake, fire, lockdown, shelter in place, and other emergency procedures in order to understand everyone's role if an actual event were to occur on campus. There is an opportunity given to staff to provide feedback and input on the Comprehensive Safety Plan in order to confirm there is a uniformly understanding of steps to take in case of an actual emergency on campus.

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

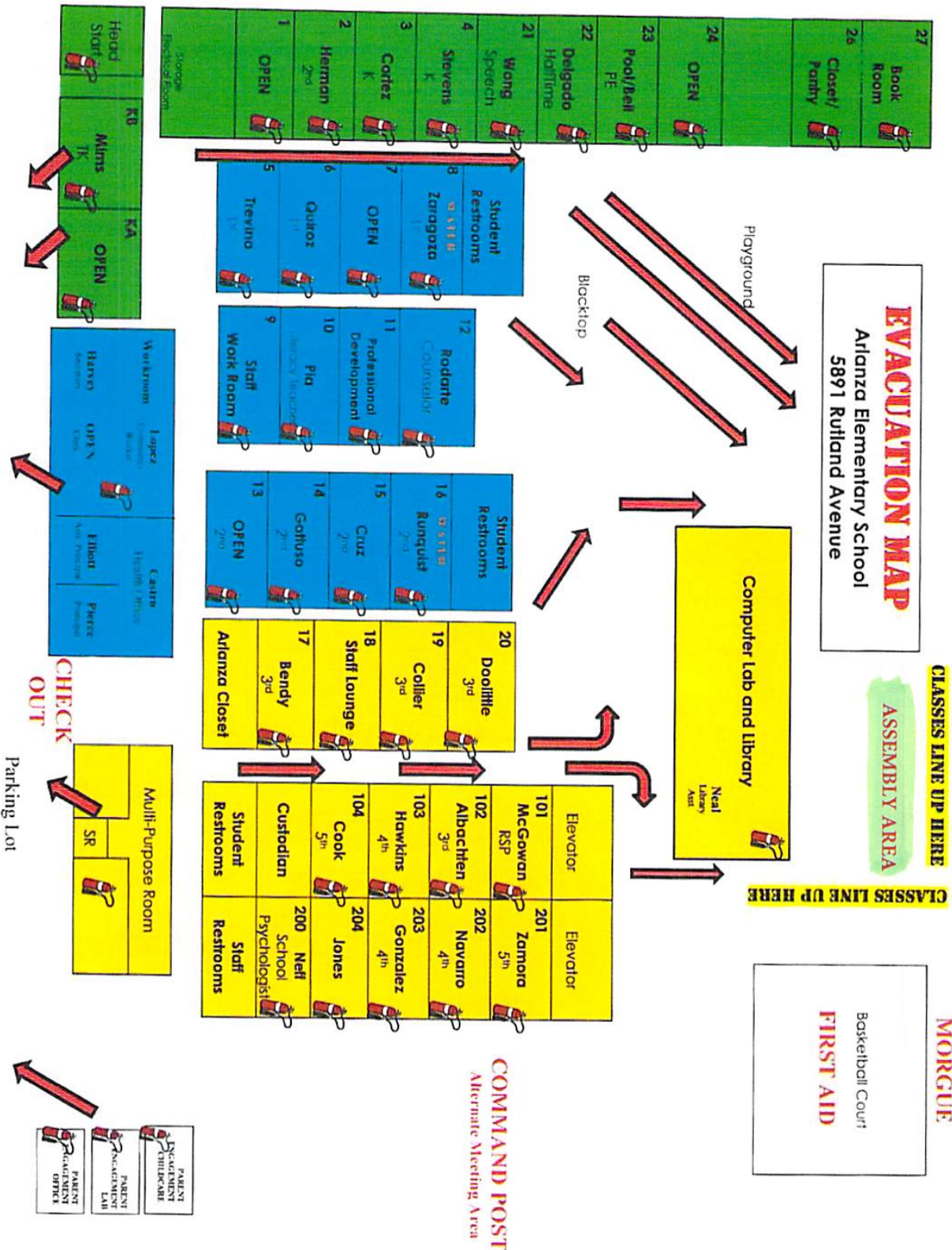
If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- ☐ 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.

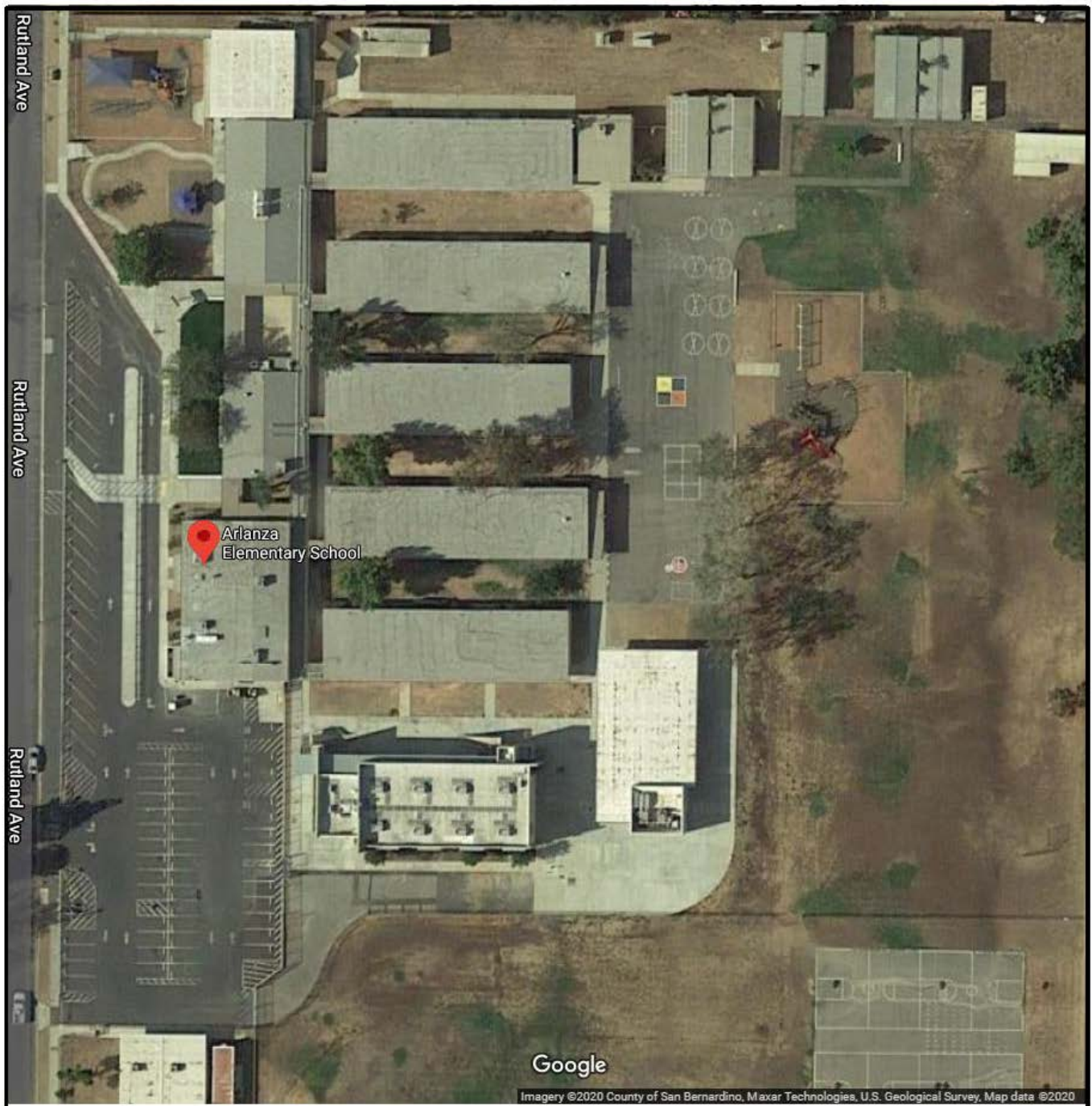
Accommodations for People with Special Needs

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.



Arlanza Elementary School Ingress/Egress Map



Reunification

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

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

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

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

If student is WITH class:

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

If student is NOT with class:

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

Closing Down:

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

Emergency and Disaster Response Procedures

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

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

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

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

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

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

Earthquake

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

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

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

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

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

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

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

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

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

Earthquake procedures in a building

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

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

Earthquake procedures while outside

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

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

Subsequent Emergency Procedures

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

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

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

Fire

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

Fire within a School Building:

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

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

Fire Near School

The Principal or designee shall:

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

Power Outage / Rolling Blackouts

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

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

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

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

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

During an outage

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

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

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

Communication

Email Communication

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

Crisis Email Lists

The crisis email lists are:

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

Security Alert

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

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

Actions:

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

Lockout

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

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

Actions:

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

Lockdown

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

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

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

Principal/Site Administrator Actions:

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

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

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

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

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

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

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

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

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

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

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

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

Lockdown: Active shooter

Profile of an active shooter

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

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

How to respond when an active shooter is in your vicinity

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

1. Run / Evacuate

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

Be sure to:

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

2. Hide Out

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

Your hiding place should:

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

To prevent an active shooter from entering your hiding place:

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

If the active shooter is nearby:

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

If evacuation and hiding out are not possible:

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

3. Take action against the active shooter

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

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

How to react when law enforcement arrives:

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

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

Information to provide to law enforcement or 911 Operator:

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

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

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

Shelter-in-Place

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

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

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

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

Additional steps for teachers and staff, if appropriate:

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

Bomb Threat

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

The person receiving the bomb threat will:

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

Administrator will (if necessary):

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

Intruder on Campus

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

Low Level:

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

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

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

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

Hostage Situation

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

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

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

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

Chemical spills:

The following are guidelines for Chemical Spills:

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

Reporting Chemical Spills

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

Spill Clean Up

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

Hazardous Substances

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

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

Always call for assistance and:

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

Severe Weather

Lightning

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

High Heat

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

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

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

Heat Guidelines

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

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

Poor Air Quality

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

Recommendations Regarding Air Quality

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

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

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

Drills

Earthquake Drills

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

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

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

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

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

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

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

Fire Drills

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

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

Medical Emergencies

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

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

Rescue Breathing

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

To Stop Bleeding

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

Treatment for Shock

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

Choking

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

Triage Guidelines

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

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

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

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

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

Initial contact

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

Assess respiration (normal, rapid, absent)

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

Assess perfusion (pulse, bleeding)

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

Assess Mental Status (commands, movement)

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

Automated External Defibrillator (AED)

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

N/A

Operation Summary

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

Mass Casualty

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

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

Order of Succession

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

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

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

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

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

Order of Succession

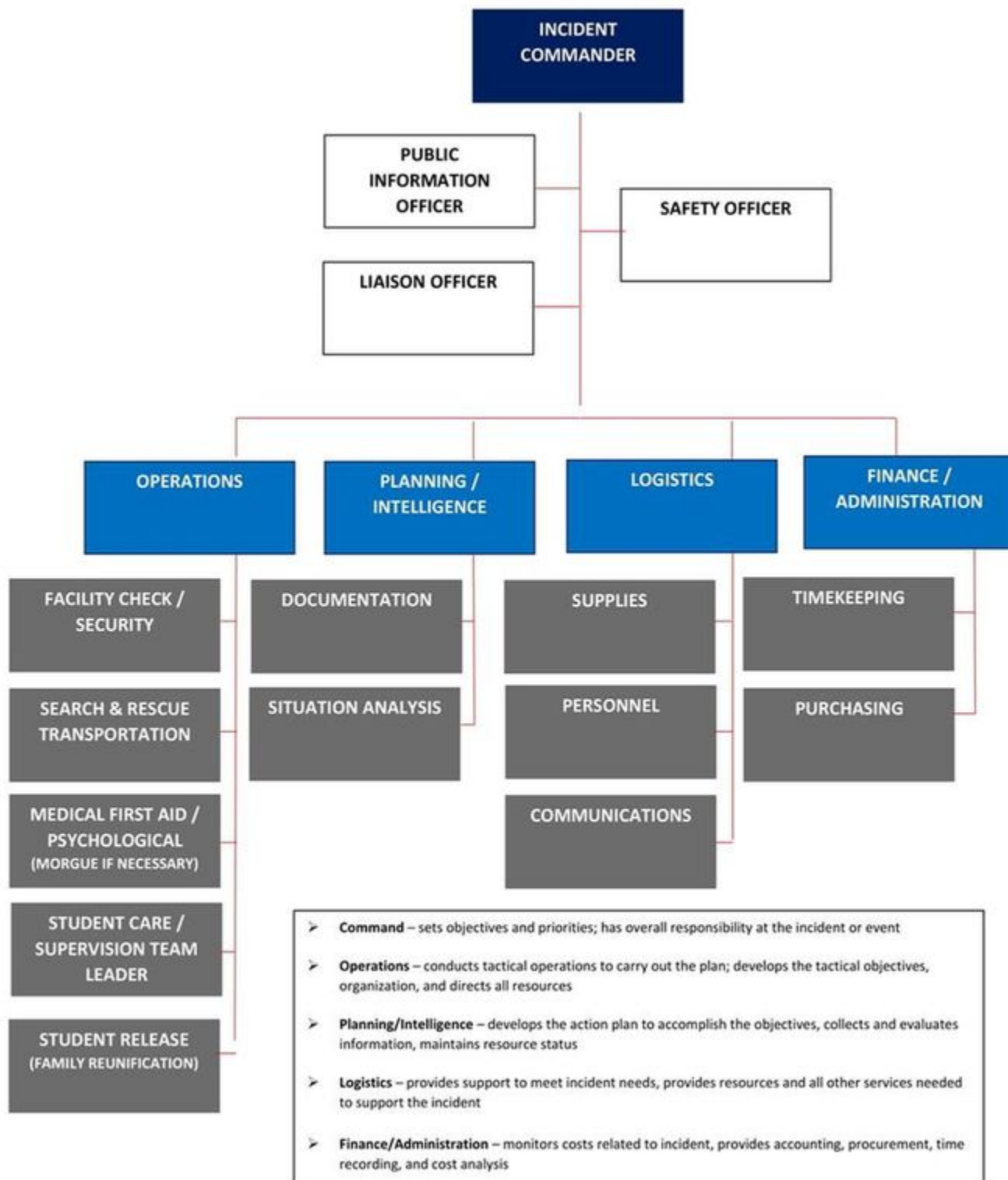
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Melvin Cortez, Ed.D.
2. Administrative Designee – Dawn Elliott
3. Administrative Designee/Other – James Navarro
4. Administrative Designee/Other – Wynette Albachten

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 – Melvin Cortez, Ed.D.

Incident Commander – Melvin Cortez

Safety Officer – Robert Najera

Liaison Officer – Lorena Lopez

Public Information Officer – Cheryl Harvey

OPERATIONS

Operations Chief – Melvin Cortez

Facility Check / Security Lead – Robert Najera

Search and Rescue Team / Transportation Lead – Chuck Doolittle and Wynette Albachten

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

Medical First Aid / Psychologist Team Lead – Dorreesh Neff, Norma Rodarte, Jennifer Castro, and Laura McGowan

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

Student Care / Supervision Lead – Andrea Trevino and David Collier

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

Student Release Team Lead – Cheryl Harvey and Dianna Padilla

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Dawn Elliott and James Navarro

Documentation – Cheryl Harvey and Dianna Padilla

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

Situation Analysis – Melvin Cortez, Robert Najera, & Cheryl Harvey

LOGISTICS

Logistics Chief – Dawn Elliott

Supplies Lead – Megan Pia

Personnel – Melvin Cortez

Communications – Stephanie Wong

(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 – Melvin Cortez

Timekeeping – Cheryl Harvey & Lorena Lopez

Purchasing – Melvin Cortez

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:
Victoria Mims - KA/KB, Andrea Trevino - 5	Maria Quiroz - 6
Monica Herman -2	Eunice Cortez - 3
Dorresh Neff - 4	Stephanie Wong - 21
Andrea Zaragoza-8	Norma Rodarte - 12, Megan Pia-10
Arianna Runquist-16/ Claudia Cruz-15	Maria Gottusso-14
Corrine Bendy-17	David Collier-19
Charles Doolittle - 20	Laura McGowen-101
Wynette Albachten-102	Lynda Hawkins-103/ Rebbecca Cook-104
Daniel Zamora - 201	James Navarro - 202
Cynthia Madrigal-Gonzalez - 203	Sam Jones -204
Special Ed. Assistants are to stay with assigned Special Education Teacher/Class.	
Campus Supervisors, Librarian, BIAs, Instructional Assistants, and Food Service Worker(s) are to check into the Command Post. Command Post staff must verify location of auxiliary staff.	

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

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

Staging Areas

Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

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

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

Closing Down:

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

Command Post Equipment / Supplies:

- Campus map

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

Appendix – Safety Officer

Section: Command

SAFETY OFFICER

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

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

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

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

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

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

Closing Down:

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

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

Equipment / Supplies:

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

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

Section: Command

LIAISON OFFICER

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Facility Check / Security

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

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

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

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

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

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

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Section: Operations

MEDICAL TEAM LEADER

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

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms

- First aid care log
- Personnel assignment form

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

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

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

Operational Duties:

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

Triage Entry Area:

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

Treatment Areas – “Immediate” and “Delayed”

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

Closing Down:

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

Forms

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

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

Student Activities:

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

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

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

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

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

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

- If volunteers arrive to help, send them to Logistics

Procedures:

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

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

If student is with class:

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

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

If student is NOT with class:

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

Closing Down:

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

Equipment / Supplies:

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

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down

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

Equipment Supplies:

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

Forms:

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

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

Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Student and Staff Accounting:

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

Closing Down

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

Equipment Supplies:

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

Forms:

- Situation Report
- Operational Log

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

Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

Situation Status (Map):

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

Situation Analysis:

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

Closing Down

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

Equipment Supplies:

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

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

Section: Logistics

LOGISTICS

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- Emergency supply inventory
- Assignment Log

Appendix – Communications

Section: Logistics

COMMUNICATIONS

Responsibilities:

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

Personnel:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

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

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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



ALVORD UNIFIED SCHOOL DISTRICT
Arlanza Elementary School

School Site Council

Monday, January 11, 2021

2:30 p.m.

via Zoom: <https://zoom.us/j/9561045382?pwd=bG12S2FoN3hUbTk5VzRYWE42WmFLQT09>

Meeting ID: 956 104 5382

Passcode: arlanza

AGENDA

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 October and November 2020
2. Approve Categorical Expenditures

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
 - Approve Bylaws Amendment
 - Introduce LCAP Plan
 - Approve Comprehensive Safety Plan
3. School Plan for Student Achievement (SPSA)
 - Review/analyze achievement data
 - Evaluate effectiveness of SPSA actions
 - Begin reviewing and updating SPSA goals/actions
 - Document Input from SSC members
4. Reports from Parent Committees-Documents
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)- Family Engagement
 - District Parent Advisory Committee (PAC)
5. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
6. Principal's Report

IV. Hearing Session/Public Comments

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for February 22, 2021
3. Adjournment



DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Arlanza

Concilio Escolar

lunes, 11 de enero del 2021

2:30 p.m.

vía Zoom: <https://zoom.us/j/9561045382?pwd=bG12S2FoN3hUbTk5VzRYWE42WmFLQT09>

ID de reunión: 956 104 5382

Contraseña: arlanza

AGENDA

I. Procedimientos de introducción

1. Llamar al orden
2. Establecer el quórum
3. Saludo a la Bandera
4. Bienvenida y Presentar a los partícipes

II. Asuntos de Acción

1. Aprobar la Minuta de la reunión del octubre y noviembre del 2020
2. Aprobar los gastos categóricos

III. Diálogo/Información

1. Reporte de los presupuestos de acuerdo al fondo
2. Tema de Capacitación
 - Enmienda de los estatutos
 - Introducir el plan LCAP
 - Aprobar el plan de seguridad integral
3. Plan Escolar Para Logros Estudiantiles (SPSA)
 - Repasar/Analizar los datos del rendimiento
 - Evaluar la eficacia de las acciones del SPSA
 - Comenzar a repasar y actualizar las metas/acciones del SPSA
 - Documentar las opiniones de los miembros del SSC
4. Reportes de Comités de Padres
 - Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)
 - Equipos de Acción Para Las Asociaciones Escolares (ATP)
 - Comité Consejero De Padres PAC [Comité del Distrito]
5. Reporte de Programas
 - Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)
 - Oportunidades Para La Participación De Padres y Familias
 - Intervenciones
6. Reporte del Director

IV. Sesión de Audiencia/Comentarios Públicos

V. Clausura

1. Desarrollo de la agenda para la próxima reunión
2. La próxima reunión SSC se ha programado para el febrero 22, 2020
3. Clausura



ALVORD UNIFIED SCHOOL DISTRICT
Arlanda Elementary School

School Site Council

Monday, January 11, 2021

MINUTES

I. Introductory Procedure

1. Call to Order

Meeting was called to order at 2:40pm.

2. Establishment of Quorum

A quorum was established. Council members were present: Monica Cardenas, Yolanda Guerra, Laura Soriano, parents; Rebbecca Cook and Andrea Trevino, teachers; Noreen Neal, Maria Avila, and Dawn Elliott, other staff members; and Dr. Melvin Cortez, Interim Principal.

3. Pledge of Allegiance

Dr. Cortez led all present in the Pledge of Allegiance.

4. Welcome and Introductions

Dr. Cortez welcomed everyone.

II. Action Items

1. Approve minutes from October and November 2020

1st motion Trevino, 2nd motion Neal – Approved unanimously

2. Approve Categorical Expenditures

None at this time. However, Dr. Cortez reported that currently does not have access to budgets. District is currently working on granting him access. Title I – The funds are being held to hire an Instructional Coach for the school \$93,377.00, LCFF-LI \$12,172, LCFF – EL - \$8,113.31 for BIA's helping students.

3. Approve Bylaws

New Bylaws were added by District, Section 8 –Unlawful discrimination due to gender, race, ethnicity, etc.

1st Motion Monica, 2nd Motion – Maria Avila- Approved unanimously

III. Discussion/Information

1. Emergency Disaster Plan –

Dr. Cortez reviewed our overall Emergency Disaster Plan which is required by every school. Explained how we function during emergencies, fires, or disasters. He reviewed the order of succession, team assignments, buddy system, procedures and protocol, and map of areas for evacuation and location of teams. Approval of comprehensive safety plan.

Motion to Approve -1st Neal, 2nd Maria – Approved unanimously

2. LCAP- Local Control Accountability Plan –

Dr. Cortez shared that the LCAP plan spans 3 years, includes goals for all students and student groups with specific actions to achieve those goals. It focuses on homeless, low income, and English learners. It has been presented to the school site, staff, and community members. It is important that parents/guardians attend the February 17th meeting to become better informed and to provide feedback. The information has gone out on a yellow flier and through Class Dojo. He briefly explained the LCAP process as well as the eight priority areas. For LCAP alignment Dr. Cortez describe how the district or school site results can be view through the California School Dashboard. The iReady diagnostic has not been completed and the data will be shared in the near future. He shared the link to the Thought exchange as another tool to provide parents with a way to provide feedback.

IV. Program Reports

1. Training Topics –

- Teachers were offered a training to review and understand the safety plan.
- Early Math Literacy training by RCOE will be on January 13th and 14th for K – 2 teachers.
- Parent and Family Involvement will bring back Parent University led by our school counselor, Norma Rodarte. Some suggested topics were how to support students, ELPAC, and CAASPP.

Principal's Report –

Dr. Cortez introduced himself and his education, and his experience as a teacher and administrator in education. He described Governor Newsom's plan to get students back in the classroom when the stay at home order are lifted. He addressed parent concerns about state testing and reclassification criteria since students did not take their state tests last year.

Adjournment

Meeting adjourned at 3:46 p.m. Next meeting will be held on February 22, 2021.

AB 1747

Comprehensive School Safety Plan

Arlanza Elementary School

5891 Rutland Street, Riverside CA
(951) 358-1600

Table of Contents

Introduction.....	4
Continuity of Operations (COOP)	5
Guidelines for Plan Development.....	7
School Safety Committee	9
School Crime Assessment.....	10
Child Abuse Reporting and Prevention.....	13
Suspension and Expulsion and Due Process	17
Staff Notification of Dangerous Students	25
Campus Safety	26
School Discipline.....	29
Sexual Harassment Policy	34
Discrimination and Other Harassment Policy.....	35
Dress Code Policy	41
Drug Free Expectations.....	44
Parent Involvement Strategies	47
Collaboration Strategies	51
Prevention and Intervention Strategies	52
Procedures for Safe Ingress and Egress.....	54
Emergency Evacuation Routes and Procedures	56
Reunification	60
Emergency and Disaster Response Procedures.....	61
Earthquake	61
Fire.....	63
Power Outage / Rolling Blackouts	63
Communication	64
Security Alert	64
Lockout	65
Lockdown	65
Lockdown: Active shooter	67
Shelter-in-Place	69
Bomb Threat.....	70
Intruder on Campus.....	70
Hostage Situation	71
Poisoning, Chemical Spills, Hazardous Substances, Severe Weather	71
Hazardous Substances.....	72
Severe Weather	72

Drills.....	74
Medical Emergencies.....	75
Mass Casualty	78
Order of Succession	79
Incident Command Center	80
Emergency Operations Center – Team Assignments	81
Buddy Roster	82
Appendix – Incident Commander.....	83
Appendix – Safety Officer	85
Appendix – Public Information Officer (PIO)	86
Appendix – Liaison Officer	88
Appendix – Operations Chief.....	89
Appendix – Facility Check / Security.....	90
Appendix – Search and Rescue Team Leader	91
Appendix – Search and Rescue Teams	92
Appendix – Medical Team Leader	93
Appendix – Medical Team	95
Appendix – Medical Branch Morgue	96
Appendix – Student Care	97
Appendix – Student Release.....	98
Appendix – Planning / Intelligence Chief.....	100
Appendix – Documentation.....	101
Appendix – Situation Analysis	102
Appendix – Logistics	103
Appendix – Supplies / Facilities	104
Appendix – Personnel / Staffing	105
Appendix – Communications.....	106
Appendix – Finance / Administration	108
Appendix – Timekeeping	109
Appendix – Purchasing	110

Introduction

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

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

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

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

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

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

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

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

Continuity of Operations (COOP)

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

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

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

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

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

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

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

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

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

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

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

Guidelines for Plan Development

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

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

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

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

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

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

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

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

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

School Safety Committee

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

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

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

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

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

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

School Crime Assessment

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

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

Crime / Community Data

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

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

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

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

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

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

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

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

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

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

Arlanza is a closed campus. Since March 2020 Arlanza has been closed to students and limited staff members have had access to the campus. The highest calls for service was in December 2019 during a two-week period where the campus was closed due to Winter Recess. There was limited property damage to the school that included graffiti and fencing damage. Arlanza attendance rates have been steady based on the incentive program implemented throughout the year. Since attendance was not mandatory on Fridays at the beginning of the school year, and later it changed to students having to complete an assignment to receive credit for being present, the inconsistency has caused confusion and has resulted in attendance issues on Fridays. The number of students counseled for school disruptions were consistent from October 2019 through March 2020. Using specific school interventions, we were able to prevent multiple incidents that could have impacted disruption to disciplinary occurrences. Staff perception of safety at Arlanza has been that as long as we continue increasing intervention through positive behavioral norms, students will continue to feel welcome and safe. Parents' perception of the school's safety continues to be positive and reported that parental involvement needs to increase in order for children to witness collaborative efforts amongst school staff, administration, and the community. Student perception regarding safety has identified as bullying being the main concern. However, continuing to implement counseling services, the Seven Habits of Mind, and PBIS, will deter students from negative behavioral actions and lead to a feeling of belonging to a part of a positive school community.

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.

ARLANZA STUDENT DRESS CODE

Philosophy: All elementary students need to be dressed and groomed in a manner that will not interfere with or detract from the educational or instructional process. Student dress should not disrupt instruction or create an unnecessary or unreasonable risk of injury or harm to any student.

GUIDELINES FOR DRESS AND GROOMING

1. Halter tops, spaghetti straps, half shirts, tube tops, and muscle shirts, are not to be worn. Top straps must be at least one inch in width. Mid-section of stomach should be covered at all times, including when hands are raised above the head. Any clothing that excessively reveals your body or undergarments that are clearly visible is inappropriate for school and is not permitted.
2. Shoes must be worn at all times. Sandals must cover toes and have a strap around the heel of the foot. Flip-flops, platform shoes, or heels are not permitted. Appropriate shoes for P.E./recess must be brought to school if other styles are worn.
3. Skorts, dresses, jumpers, and skirts can be worn as long as they reach a student's fingertips when her arms and hands are flat on her side. It is recommended that girls wear shorts under their dresses/skirts during PE and while on the playground.
4. Shorts should not be shorter than mid-thigh for boys or girls.
5. Clothing that has been excessively ripped or shredded may not be worn if it shows undergarments or creates a safety hazard for the wearer or others.
6. Sunglasses, hats, hoods, hair scarves, etc. may be worn outside only or with express permission from a teacher or administration based on special circumstances. Hats may not be worn backwards or sideways.
7. Clothing, hats, and personal belongings with gang-related language or images; foul language; language or images that do not align with our District's Organizational Core Value of treating others with dignity and respect; language or images that advertise drugs, alcohol, tobacco; or that are otherwise offensive are NOT permitted.
8. Students are not to wear excessively baggy or low hanging pants or shirts or excessively long belts. Pants must be worn at the waist and all belts must be an appropriate size.
9. Chains of any kind or size are not permitted on campus. This includes wallet chains and large link necklaces.
10. Fake fingernails or obvious make-up may not be worn. Outrageous hairstyles (such as Mohawks) and colors will be considered individually on the basis of their distractibility. Make-up, hair spray, and perfume are not permitted on campus. Students will be asked to wash off makeup and nonpermanent hair color.
11. Hoop or dangly earrings may not be worn at school, as they pose a safety hazard.
12. Temporary tattoos are not permitted. Students will be asked to wash them off.

13. Earrings, jewelry, or accessories, including safety pins worn on the outside of the clothing, which present a safety hazard to the wearer or others, are not suitable for school wear. Visible body piercings, which presents a safety hazard to the wearer or others (such as pointed studs, infected piercings, etc.), is prohibited for safety reasons.

STUDENT DRESS CODE INTERVENTIONS AND CONSEQUENCES

When a student comes to school dressed inappropriately, any of the following interventions and consequences may be used:

1. Student will be offered clean, alternative clothing.
2. Parents may be contacted and asked to bring appropriate clothing to school. Student may be required to sit in the office until parents can provide appropriate clothing.
3. Students may be asked to reverse their shirt or cover them with other clothing.
4. Items such as sunglasses and hats may be taken away when worn at inappropriate times. These items will need to be picked up by a parent from the teacher or site administrator.
5. Students who continue to dress inappropriately may be assigned recess, lunch, or after school detention. Behavior/Dress code contracts will be used when appropriate.
6. Students who repeatedly dress inappropriately for school may be suspended for defiance.

The principal or assistant principal will be responsible for making the final determination as to whether clothing or apparel interferes with or disrupts the educational or instructional process.

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:

The goal of the parent involvement program is to empower parents to work cooperatively as full partners in working toward the mission of ensuring that each student will master or exceed Common Core State Standards (CCSS), while developing academic and life skills.

PART I: GENERAL EXPECTATIONS

Arlanza Elementary School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's School-Parent Compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

- that parents play an integral role in assisting their child's learning.
- that parents are encouraged to be actively involved in their child's education at school.
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and are members of advisory committees to assist in the education of their child.
- the carrying out of other activities, such as those described in section 1118 of the Elementary and Secondary Education Act (ESEA).

PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL

PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Arlanza Elementary School 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 given at School Site Council (SSC), English Learner Advisory Council (ELAC) and Principal's Coffee meetings.
- The revised policy will be shared by administration at Back to School Night and during the annual Title I parent informational meeting.

2. Arlanza Elementary School will take the following actions to distribute to parents of participating children the School Parental Involvement Policy:

- The policy will be distributed by teachers on Back-to-School Night.
- Additional copies of the policy will be available in the main office for students who enroll after Back-to-School Night.

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

- The policy will be updated every two years.
- Review of school academic achievement, parental concerns, and safety issues will be activities that prompt review of the policy.

4. Arlanza Elementary School will convene an annual Title I meeting to inform parents:

- That their child's school participates in Title I.

1. Meetings will be held in the evening and morning to accommodate parents.

2. Meeting notices will be sent home with all students.

3. Parent incentives will be used to encourage meeting attendance.

- About the requirements of Title I.
- Of their rights to be involved.

5. Arlanza Elementary School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:

- Child care will be provided for meetings when applicable.
- Meetings and workshops will be offered in the morning and evening to accommodate all parents.
- Special contact (telephone calls or written notices) will be made to invite hard to reach parents.
- Reminder calls will be made to students' homes utilizing the District's automated call system the night before.

6. Arlanza Elementary School will provide timely information about Title I programs to parents of participating children in a timely manner:

- Parents will receive a notice and agenda of SSC and ELAC meetings a minimum of 72 hours in advance.
- Results of annual state testing will be mailed home in a timely manner.

7. Arlanza Elementary School will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet during any combination of the following events:

- Back to School Night
- Parent Teacher Conferences
- Annual Title I Meeting
- Parent Council Meetings (SSC, ELAC)
- Principals' and Counselor's Coffee
- Parent Trainings (i.e. Parent University, Grade Level Workshops, etc.)

8. Arlanza Elementary School will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Parent Council Meetings (i.e. SSC, ELAC,)
- Principals' Coffee Meetings
- Parent Trainings (i.e. Parent University, Grade Level Workshops, etc.)
- Parent Teacher Association (PTA) Meetings

9. Arlanza Elementary School will submit to the district any parent comments of the school-wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- School-wide plan will be shared with parents during SSC and ELAC parent meetings.

- If any parent comments dissatisfaction regarding the school-wide plan content, the comments will be forwarded to the Office of Special Projects and Accountability and to the Deputy Superintendent.
- All efforts will be made to revise the plan so that it meets with the satisfaction of all parents.

10. Arlanza Elementary School will take the following actions to provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students:

- Arlanza will use the Listen and Talk kits to help translate meetings.
- Arlanza will send home flyers in English and Spanish.
- Translators will be provided by the site or district during Back to School Night, and when there is a parent conference, IEP, workshop, training, or meeting scheduled.
- Arlanza has ramps in all portable classrooms so the disabled will be able to get into the classrooms easily.
- For our migratory students, Arlanza will update the student records and make sure the CUM records follow the student to their new school.

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Arlanza 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 Trainings (i.e. Parent University, Grade Level Workshops, etc., provided by the Community Worker, counselor, grade level teachers, administration, district employees, members of the Action Team for Partnership (ATP) team and/or outside agencies.
- Family Involvement Nights (focuses may include: Movie Nights, Reading Nights, Math Nights, Science Nights, Art Nights, Physical Fitness Nights, Festivals, etc).

2. The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:

- Parent input will be given regarding the Student/Parent/School Compact.
- The Student/Parent/School Compact will be distributed by teachers on Back-to-School Night. Additional copies of the policy will be available in the main office for students who enroll after Back-to-School Night.
- The Student/Parent/School Compact will be signed by all stakeholders indicated on the compact after Back-to-School Night.

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph:

- Common Core State Standards.
- California's student academic achievement standards.
- State and District assessments.
- Requirements of Title I.
- Monitoring their child's progress.
- Working with educators.

Examples will include:

- Parent workshops
- Parent trainings
- Parent-Teacher conferences
- Annual Title I meeting
- Back To School Night presentations
- Conference attendance (i.e. CAFE, etc.)

4. The school will, with the assistance of its district, provide materials and training to help parents work with their children to improve academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Offering parent trainings (i.e. Parent University, Grade Level Workshops, etc.)

5. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Professional development trainings regarding parent engagement.
- Action Team for Partnerships (ATP) participation and training.
- Regular communication with the onsite Community Worker.
- Providing reference materials and books made available in the Parent Resource Center.

6. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, and public preschool and other programs, and conduct other activities that encourage and support parents in more fully participating in the education of their children, by:

- Transitional Kindergarten (TK) and Kindergarten Camp to be held each year for incoming TK and kindergarten students and their parents/caregivers.
- Communication will occur between Arlanza Elementary, its TK and kindergarten teachers, and the staff of Head Start.

7. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school's parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- All school-wide notices will be sent home in English and Spanish.
- Announcements will be displayed on the school office bulletin boards, outside bulletin boards, etc. where they can be visible to most students and parents. If available, announcements will also be displayed on the school's electronic marquee and phoned home to parents using the District's automated call system.
- Upcoming events will be stated verbally during morning announcements for students.
- Students will be encouraged to remind their parents of upcoming events.

Collaboration Strategies

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

Arlanza has worked collaboratively with the Expanded Learning after school program to reach out and work with our community to prevent violence and crime. Expanded Learning's mission is to ensure a safe and positive learning environment for students of Arlanza during the after school hours by providing daily educational, recreational, and enrichment activities. This year, Expanded Learning is offering online learning opportunities with the following virtual classes:

- Dancing Feet
- Homework Support
- Wiggle Time
- Story Time
- S.T.E.M.
- Music and ART
- Enrichment Art and Craft Activities

The collaboration with Expanded Learning prevents violence and crime by having students focus on educational and enrichment activities after school and encourages positive behaviors that would otherwise not occur in an unstructured environment.

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:

Arlanza implements Positive Behavioral Interventions and Support (PBIS) as a program to promote positive behavioral strategies and increase student engagement. PBIS is a school-wide system of supports that is aimed toward improving social, emotional, and behavioral outcomes for all students, including students with disabilities and students from underrepresented groups. Core principles that undergird PBIS include:

1. We can effectively teach appropriate behavior to all children.
2. Intervene early.
3. Use of a multi-tiered model of service delivery.
4. Use research-based, scientifically validated interventions to the extent available.
5. Monitor student progress to inform interventions.

6. Use data to make decisions.
7. Use assessment for three different purposes.

Tier 1 supports include:

1. Establishing Behavioral Expectations: Be Respectful, Be Responsible, Be Safe. Rules and routines are explicitly taught.
2. Labeling Appropriate Behavior in Actions: Asking For Help; Walking in Halls; Working With Others.
3. Teaching Appropriate Behavioral Actions: model, practice, provide feedback.
4. Observing and Praising Appropriate Behaviors to reinforce desired behavior and increase reoccurrence.

Tier 2 Supports Include:

1. Restorative Circles with the Counselor
2. Student/Administrator Contracts
3. Check-in, Check-Out System

Tier 3 Supports Include:

1. 1-1 Counseling & Support
2. Parent/Administrator/Student Behavioral Support Contract

Arlanza implements The Seven Habits of Mind as a program to promote positive behavioral strategies and increase student engagement.

The focus of the The Seven Habits of Mind include the following:

1. BE Proactive
2. Begin with the End in Mind
3. Put First things First
4. Think win-win
5. I Will Listen and then Speak then Understand
6. Synergize
7. Sharpen my Saw

A “Habit of Mind” means having a disposition toward behaving intelligently when confronted with problems. When humans experience dichotomies, are confused by dilemmas, or come face to face with uncertainties—our most effective actions require drawing forth certain patterns of intellectual behavior. When we draw upon these intellectual resources, the results that are produced are more powerful, of higher quality and of greater significance than if we fail to employ those intellectual behaviors. Arlanza uses these habits of mind to encourage positive behavior, how to deal with distraught situations, and to internalize problem solving skills.

Procedures for Safe Ingress and Egress

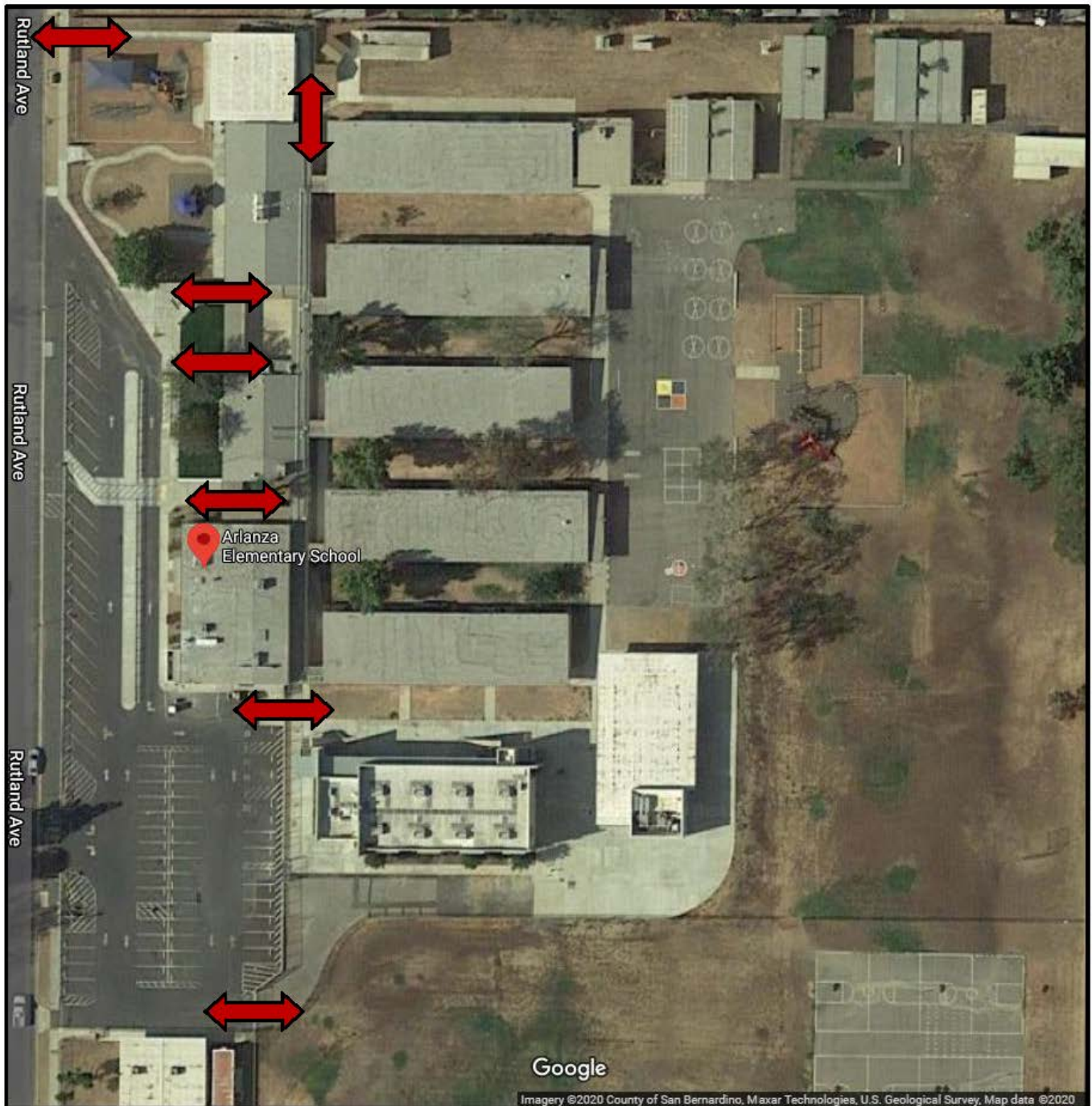
Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or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

Arlanza Elementary School Ingress/Egress Map



Emergency Evacuation Routes and Procedures

Planning

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

On-Campus Evacuation/Assembly Location

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

Off-Campus Evacuation/Assembly Location

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

Staff Training

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

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:**

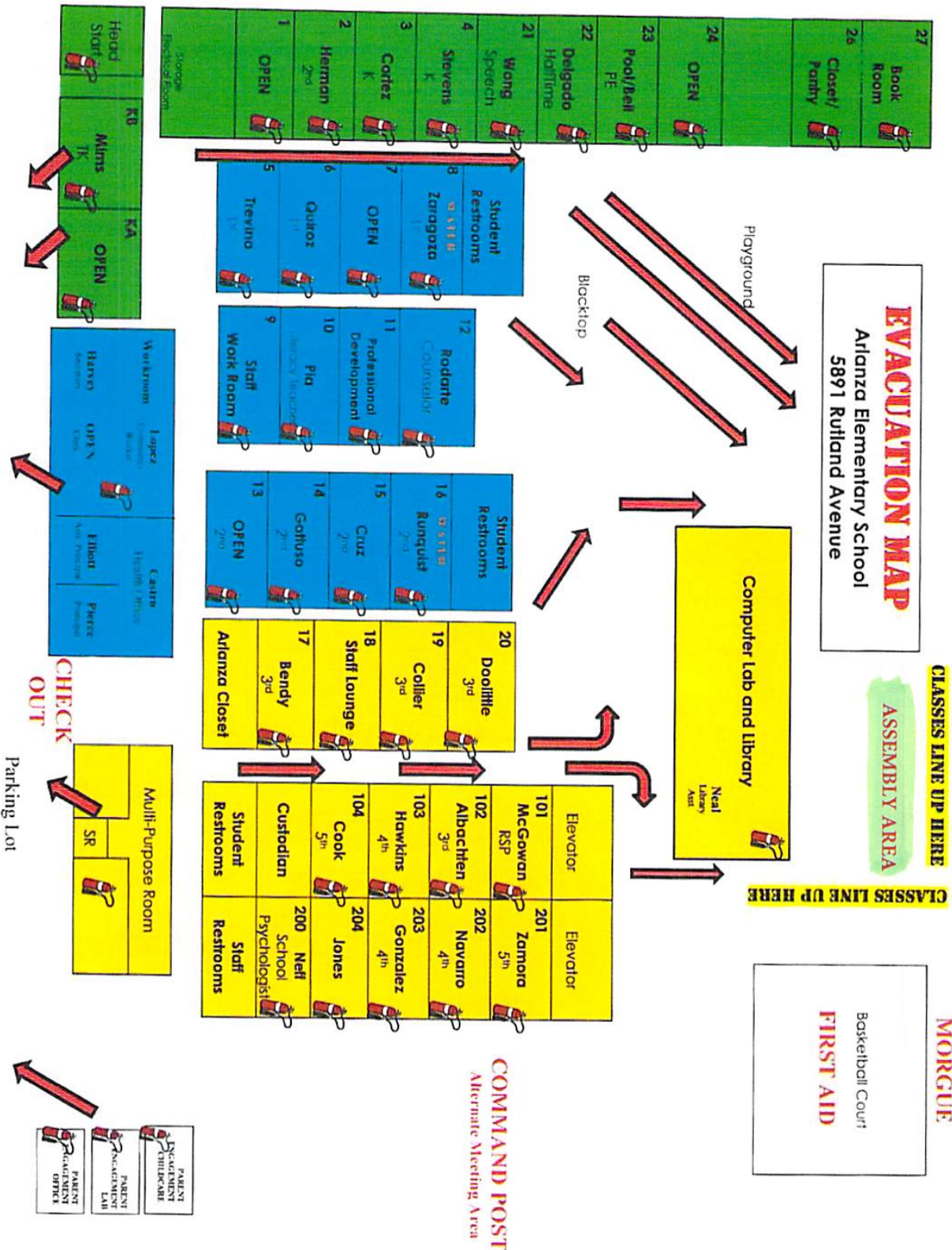
- Establish a Buddy System and assign an adult or peer tutor to assist a disabled individual in exiting the building or getting to the Evacuation Assembly Area.
- Review all paths of travel and potential obstacles to determine most practical evacuation routes.
- For individuals with mobility impairments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

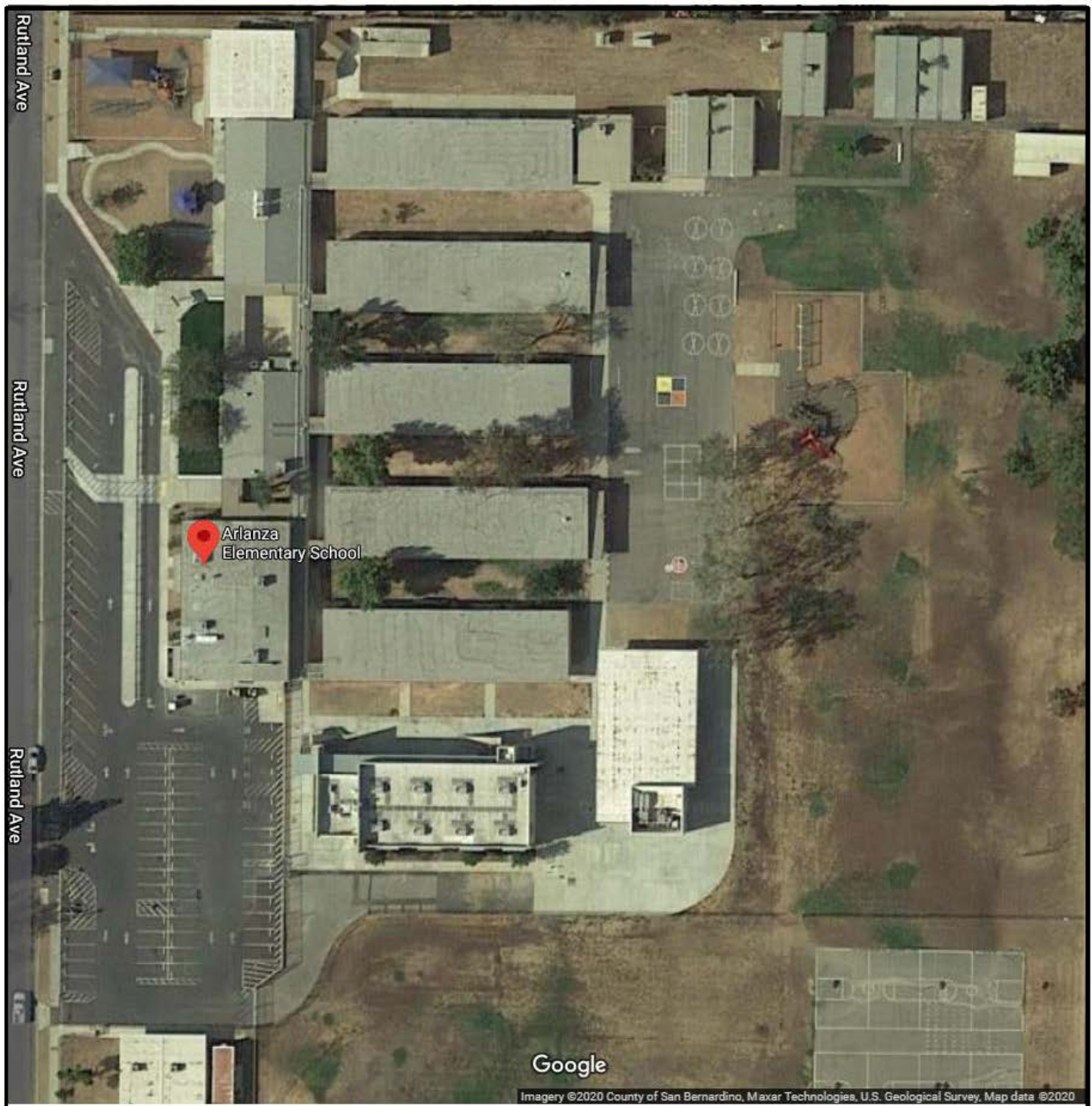
- Provide training for those designated to evacuate students with special needs.
- Include individuals with special needs when conducting evacuation drills.
- Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
- Review emergency protocol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



Arlanza Elementary School Ingress/Egress Map



Reunification

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

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

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

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

If student is WITH class:

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

If student is NOT with class:

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

Closing Down:

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

Emergency and Disaster Response Procedures

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

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

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

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

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

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

Earthquake

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

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

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

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

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

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

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

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

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

Earthquake procedures in a building

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

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

Earthquake procedures while outside

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

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

Subsequent Emergency Procedures

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

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

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

Fire

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

Fire within a School Building:

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

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

Fire Near School

The Principal or designee shall:

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

Power Outage / Rolling Blackouts

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

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

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

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

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

During an outage

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

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

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

Communication

Email Communication

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

Crisis Email Lists

The crisis email lists are:

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

Security Alert

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

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

Actions:

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

Lockout

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

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

Actions:

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

Lockdown

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

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

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

Principal/Site Administrator Actions:

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

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

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

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

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

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

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

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

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

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

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

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

Lockdown: Active shooter

Profile of an active shooter

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

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

How to respond when an active shooter is in your vicinity

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

1. Run / Evacuate

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

Be sure to:

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

2. Hide Out

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

Your hiding place should:

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

To prevent an active shooter from entering your hiding place:

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

If the active shooter is nearby:

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

If evacuation and hiding out are not possible:

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

3. Take action against the active shooter

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

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

How to react when law enforcement arrives:

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

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

Information to provide to law enforcement or 911 Operator:

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

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

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

Shelter-in-Place

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

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

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

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

Additional steps for teachers and staff, if appropriate:

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

Bomb Threat

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

The person receiving the bomb threat will:

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

Administrator will (if necessary):

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

Intruder on Campus

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

Low Level:

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

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

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

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

Hostage Situation

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

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

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

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

Chemical spills:

The following are guidelines for Chemical Spills:

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

Reporting Chemical Spills

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

Spill Clean Up

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

Hazardous Substances

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

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

Always call for assistance and:

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

Severe Weather

Lightning

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

High Heat

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

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

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

Heat Guidelines

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

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

Poor Air Quality

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

Recommendations Regarding Air Quality

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

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

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

Drills

Earthquake Drills

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

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

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

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

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

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

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

Fire Drills

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

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

Medical Emergencies

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

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

Rescue Breathing

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

To Stop Bleeding

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

Treatment for Shock

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

Choking

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

Triage Guidelines

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

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

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

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

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

Initial contact

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

Assess respiration (normal, rapid, absent)

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

Assess perfusion (pulse, bleeding)

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

Assess Mental Status (commands, movement)

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

Automated External Defibrillator (AED)

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

N/A

Operation Summary

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

Mass Casualty

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

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

Order of Succession

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

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

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

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

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

Order of Succession

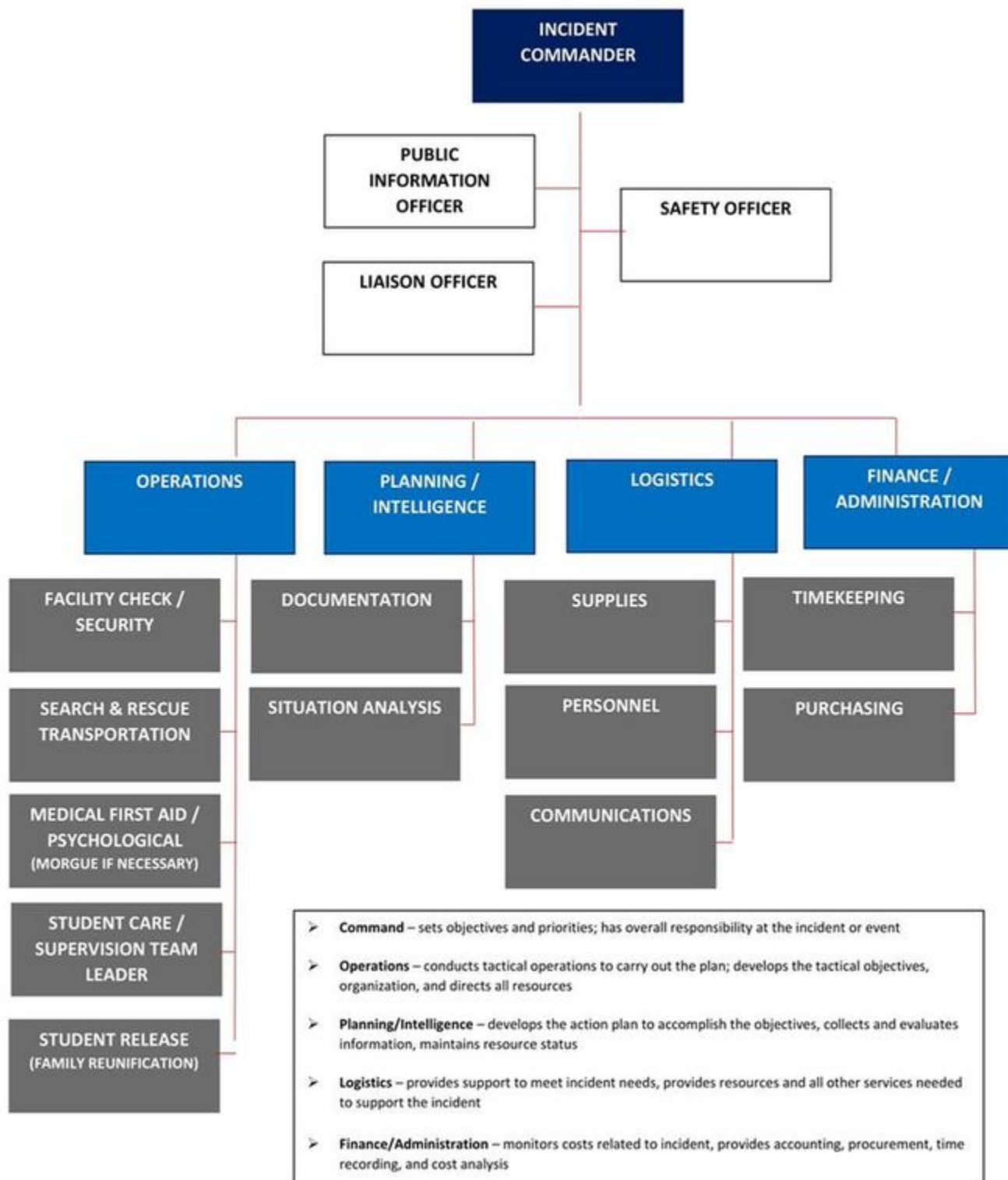
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Melvin Cortez, Ed.D.
2. Administrative Designee – Dawn Elliott
3. Administrative Designee/Other – James Navarro
4. Administrative Designee/Other – Wynette Albachten

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 – Melvin Cortez, Ed.D.

Incident Commander – Melvin Cortez

Safety Officer – Robert Najera

Liaison Officer – Lorena Lopez

Public Information Officer – Cheryl Harvey

OPERATIONS

Operations Chief – Melvin Cortez

Facility Check / Security Lead – Robert Najera

Search and Rescue Team / Transportation Lead – Chuck Doolittle and Wynette Albachten

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

Medical First Aid / Psychologist Team Lead – Dorreesh Neff, Norma Rodarte, Jennifer Castro, and Laura McGowan

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

Student Care / Supervision Lead – Andrea Trevino and David Collier

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

Student Release Team Lead – Cheryl Harvey and Dianna Padilla

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Dawn Elliott and James Navarro

Documentation – Cheryl Harvey and Dianna Padilla

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

Situation Analysis – Melvin Cortez, Robert Najera, & Cheryl Harvey

LOGISTICS

Logistics Chief – Dawn Elliott

Supplies Lead – Megan Pia

Personnel – Melvin Cortez

Communications – Stephanie Wong

(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 – Melvin Cortez

Timekeeping – Cheryl Harvey & Lorena Lopez

Purchasing – Melvin Cortez

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:
Victoria Mims - KA/KB, Andrea Trevino - 5	Maria Quiroz - 6
Monica Herman -2	Eunice Cortez - 3
Dorresh Neff - 4	Stephanie Wong - 21
Andrea Zaragoza-8	Norma Rodarte - 12, Megan Pia-10
Arianna Runquist-16/ Claudia Cruz-15	Maria Gottusso-14
Corrine Bendy-17	David Collier-19
Charles Doolittle - 20	Laura McGowen-101
Wynette Albachten-102	Lynda Hawkins-103/ Rebbecca Cook-104
Daniel Zamora - 201	James Navarro - 202
Cynthia Madrigal-Gonzalez - 203	Sam Jones -204
Special Ed. Assistants are to stay with assigned Special Education Teacher/Class.	
Campus Supervisors, Librarian, BIAs, Instructional Assistants, and Food Service Worker(s) are to check into the Command Post. Command Post staff must verify location of auxiliary staff.	

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

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

Staging Areas

Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

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

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

Closing Down:

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

Command Post Equipment / Supplies:

- Campus map

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

Appendix – Safety Officer

Section: Command

SAFETY OFFICER

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

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

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

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

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

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

Closing Down:

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

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

Equipment / Supplies:

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

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

Section: Command

LIAISON OFFICER

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Facility Check / Security

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

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

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

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

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

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

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

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

Closing Down:

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

Equipment / Supplies:

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

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

Section: Operations

MEDICAL TEAM LEADER

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

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms

- First aid care log
- Personnel assignment form

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

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

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

Operational Duties:

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

Triage Entry Area:

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

Treatment Areas – “Immediate” and “Delayed”

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

Closing Down:

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

Forms

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

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

Student Activities:

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

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

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

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

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

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

- If volunteers arrive to help, send them to Logistics

Procedures:

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

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

If student is with class:

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

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

If student is NOT with class:

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

Closing Down:

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

Equipment / Supplies:

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

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down

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

Equipment Supplies:

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

Forms:

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

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

Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Student and Staff Accounting:

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

Closing Down

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

Equipment Supplies:

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

Forms:

- Situation Report
- Operational Log

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

Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

Situation Status (Map):

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

Situation Analysis:

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

Closing Down

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

Equipment Supplies:

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

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

Section: Logistics

LOGISTICS

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- Emergency supply inventory
- Assignment Log

Appendix – Communications

Section: Logistics

COMMUNICATIONS

Responsibilities:

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

Personnel:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

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

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

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

Start-Up Actions:

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

Operational Duties:

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

Closing Down:

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

Equipment / Supplies:

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

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

AB 1747

Comprehensive School Safety Plan

Foothill Elementary School

8230 Wells Ave., Riverside, CA
(951) 358-1610

Table of Contents

Introduction.....	4
Continuity of Operations (COOP)	5
Guidelines for Plan Development.....	7
School Safety Committee	9
School Crime Assessment.....	10
Child Abuse Reporting and Prevention.....	13
Suspension and Expulsion and Due Process	17
Staff Notification of Dangerous Students	25
Campus Safety	26
School Discipline.....	29
Sexual Harassment Policy	34
Discrimination and Other Harassment Policy.....	35
Dress Code Policy	41
Drug Free Expectations.....	44
Parent Involvement Strategies	47
Collaboration Strategies	48
Prevention and Intervention Strategies	49
Procedures for Safe Ingress and Egress.....	51
Emergency Evacuation Routes and Procedures	52
Reunification	57
Emergency and Disaster Response Procedures.....	58
Earthquake	58
Fire.....	60
Power Outage / Rolling Blackouts	60
Communication	61
Security Alert	61
Lockout	62
Lockdown	62
Lockdown: Active shooter	64
Shelter-in-Place	66
Bomb Threat.....	67
Intruder on Campus.....	67
Hostage Situation	68
Poisoning, Chemical Spills, Hazardous Substances, Severe Weather	68
Hazardous Substances.....	69
Severe Weather	69

Drills.....	71
Medical Emergencies.....	72
Mass Casualty	75
Order of Succession	76
Incident Command Center	77
Emergency Operations Center – Team Assignments	78
Buddy Roster	79
Appendix – Incident Commander.....	81
Appendix – Safety Officer	83
Appendix – Public Information Officer (PIO)	84
Appendix – Liaison Officer	86
Appendix – Operations Chief.....	87
Appendix – Facility Check / Security.....	88
Appendix – Search and Rescue Team Leader	89
Appendix – Search and Rescue Teams	90
Appendix – Medical Team Leader	91
Appendix – Medical Team	93
Appendix – Medical Branch Morgue	94
Appendix – Student Care.....	95
Appendix – Student Release.....	96
Appendix – Planning / Intelligence Chief.....	98
Appendix – Documentation.....	99
Appendix – Situation Analysis	100
Appendix – Logistics	101
Appendix – Supplies / Facilities	102
Appendix – Personnel / Staffing	103
Appendix – Communications.....	104
Appendix – Finance / Administration	106
Appendix – Timekeeping	107
Appendix – Purchasing	108

Introduction

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

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

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

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

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

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

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

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

Continuity of Operations (COOP)

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

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

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

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

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

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

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

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

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

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

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

Guidelines for Plan Development

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

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

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

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

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

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

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

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

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

School Safety Committee

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

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

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

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

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

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

School Crime Assessment

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

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

Crime / Community Data

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

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

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

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

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

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

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

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

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

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

Foothill Elementary suspended 4 students during the 19-20 school year. There was one burglary that occurred after hours and was followed up on by our SRO. Three work orders for vandalism were filed.

In terms of attendance our school saw the following data in 19-20:

- 10.1% of our student population falls into the Chronically Absent category, which is a 3.8% decrease from the year prior.
- Students with disabilities has the highest percentage of students with Chronic Absenteeism at 13.7%, down from 15.1% the previous year.
- Overall, Homeless students were the only group to increase in their chronic absenteeism rate from 7.2% to 9.1%.

No survey data for 2019-2020 school year is available due to COVID-19 school closure so the following data on perceptions of school safety is based on the 18-19 school survey data.

For the 2018-2019 school year, 62% of 5th grade students completed the California Healthy Kids Survey (CHKS). This report provides data to assist schools in fostering safe and supportive school climates, social-emotional competencies, engagement in learning. It is a tool that informs efforts to prevent youth health-risk behaviors, address barriers to academic achievement and promoting positive youth development, resilience, and well-being. In regards to the 2018-2019 data collected, over 80% of participants felt: academically motivated, that adults in school were caring, that adults held high expectations for school, that parents were involved, that social and emotional supports for learning were present, there was an anti-bullying climate, felt safe at school, and that students are treated with respect. In regards to school connectedness, 76% of students felt connected to the school most or all of the time and 55% felt they had meaningful participation in their education.

During the 2018-2019 school year, seven parents completed the California School Parent Survey (CSPS). This report provides data to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that it should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. In regards to 2018-2019 data collected, 57% of respondents shared that Foothill promotes academic success for all students, 43% felt the school is a safe place for their child, 86% felt that Foothill motivates students to learn, 43% shared that the school really cares about students, and 57% feel the school provides opportunities for meaningful student participation.

In 2018-2019, 11 staff members took the California School Staff Survey (CSSS). This report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. 90% of respondents stated that Foothill is welcoming to, and facilitates, parent involvement and provides adequate counseling and support services. Although 89% of staff felt that Foothill is a supportive and inviting place for students to learn, only 40% reported to believe that every student can succeed and 67% responded that every student can be a successful. 70% of participants responded that their working environment is supportive and inviting and is a safe place for staff and students, while 40% of respondents felt that discipline is handled fairly.

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.

Foothill Elementary School

DRESS CODE

The Foothill dress code is vital to insure personal safety, to create a positive learning environment, and to discourage classroom disruptions or distractions. Outward appearances that unnecessarily draw specific attention to an individual are disruptive to the learning process and present a disruptive influence to the social interaction between students. All Foothill staff is responsible for assuring that all students follow the following 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, platforms, and heels are not permitted.
- ? Skirts, shorts, skorts, dresses, jumpers, etc. must reach at least mid-thigh in length. It is recommended that shorts are worn under dresses and skirts during PE and while playing on the playground.
- ? Tops must have a 1 inch wide strap. Aerobic style clothing, bare midriffs, halter tops, tube tops, in the shoulders, spaghetti straps, and low cut necklines are not permitted. Halter tops, spaghetti straps, half shirts, tube tops, and muscle shirts, are not to be worn. Top straps must be at least one inch in width. Mid-section of stomach should be covered at all times, including when hands are raised above the head. Any clothing that excessively reveals your body or undergarments that are clearly visible (including net tops, see through clothing, clothing with excessive holes) is inappropriate for school and is not permitted.
- ? Baggy fitting and low-slung pants or shorts are not allowed. Pants must be worn at the waist at all times.
- ? Jewelry and items worn on the outside of clothing which create a health and safety hazard to the wearer or others are not permitted (i.e. long earrings and necklaces, large hoop or spiked earrings, safety pins, etc.). Facial piercings, other than the ears, are not permitted.
- ? Hats, (plain baseball hats with brim forward, beanies, etc.), hoodies, scarves, 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, folders, 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 all personal belongings brought to school reflect positive messages.
- ? Clothing which has been altered (torn, written on or personalized) will not be allowed.

- ? Students may not wear make-up, fake fingernails, 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 and large necklaces) 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 (including at Halftime)
- ? Administration will be responsible for making the final determination as to whether clothing or apparel interferes with or disrupts the educational or instructional process.

NON-COMPLIANCE FOR DRESS CODE VIOLATIONS

- ? Students may be asked to reverse their shirts or cover violation with other clothing.
- ? Parents may be contacted and asked to bring appropriate clothing to school. Student may be required to sit in the office until parents can provide appropriate clothing.
- ? Items such as sunglasses and hats may be taken away when worn at inappropriate times. These items will need to be picked up by a parent from the teacher or site administrator.
- ? Students who continue to dress inappropriately may need to conference with administration and parent. Behavior/Dress code contracts will be used when appropriate.
- ? Students who repeatedly dress inappropriately for school may be suspended for defiance.

SCHOOL SPIRIT DAYS

We encourage all Foothill Falcons to demonstrate Falcon pride by wearing school spirit attire on the following days:

- ? Tuesdays: college shirts,
- ? Thursdays: dress in the character color of the month,
- ? Fridays: Foothill shirts and school colors (blue and yellow).

In addition to these weekly spirit days, we will also have dress-up days from time to time. Please watch for flyers and Dojo messages for dates and themes for these events. Remember, that regardless of the spirit day theme, your child must adhere to the school's dress code policy and wear clothing appropriate for class and PE.

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:

To support and reinforce school rules parents are provided with a student/parent handbook annually. School rules are stated in the handbook and documentation is provided with data confirmation. As a Title I school, a Title I compact is also given to each student/parent/teacher to reinforce school rules. This compact is signed and kept on file to remind parents and students of the agreement made. Back to School Night is another venue where all stakeholders come together to review school rules and expectations. An opportunity to ask questions is offered and administration presents to parents that they are available to support and answer any questions. All students attend a discipline assembly at the start of every school year. Administration reviews the rules once more and students sign in to verify attendance and review of rules. To support the understanding of rules interpreting and translation services will be provided to non-English speaking parents to support them in effectively understanding and participating in school meetings, events, workshops, and conferences. Teachers and parents also participate in Parent Engagement meetings to analyze and evaluate the effectiveness of our parent engagement program; plan and coordinate parent involvement events and activities; and promote parental involvement at school and parental instructional support at home. Parent University courses will be provided to parents to model importance and benefits of life-long learning. Parents will be asked to give input on what classes should be offered and school support as well as parent involvement will be discussed. Staff will provide families with further information through bulletins, newsletters, email, text, ClassDojo, and other messaging applications on how to support and improve student learning, behavior, and emotional health at home. Progressive discipline will be enforced and this communication with parents throughout the discipline process will support in the implementation of school rules.

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 meeting was attended by the principal to ask questions of the fire department, school resource officer, and student services to ask and answer questions relating to Foothill's safety plan. As a result of this meeting two walkie-talkies will be provided by student services to support communication in case of emergency with the state funded preschool and RCOE Foothill School that are housed on our campus and adjacent to campus. Administration communicates with the leadership at both schools. Administration also keeps in contact with our city councilman to discuss community concerns and ask for support. Our councilmen is also invited to principal's coffee to be in communication with the community. To prevent violence and crime an open line of communication is kept with the school resource officer and with the city council. All vandalism and crime is reported to local authorities and the school district. The school district documents it and send someone to clean it up as soon as possible. Attendance and discipline data will be shared and reviewed with parent groups and bimonthly contact with parents of students that are chronically or severely chronically absent is used to ensure students are in school. Home visits to check-in on students with attendance issues are done regularly with administration, the counselor, and school resource officer.

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:

Staff and students will participate in Red Ribbon Week activities to promote alcohol, tobacco, and other drug and violence prevention awareness. Students will be provided rewards and incentives for participating and lessons will be taught within the classroom. Topics will also be discussed in the morning announcements as well. Staff will organize Anti-Bullying Week activities to raise awareness and educate students and parents on how to address bullying. Coordination of Services Team (COST) and Student Success Team (SST) meetings will be held to build upon student strengths and develop action plans to address academic and/or behavioral concerns. Teachers document all interventions provided and communicate this to families and the committee to best determine next steps for all students. Foothill will also provide school apparel to staff members to make them easily identifiable and create a safe environment for students.

All staff received training on suicide prevention. The training discussed how to recognize the warning signs and who and how to respond. Questions were answered and an open line of communication is kept with staff, counselor, and administration to ensure that staff is kept in the loop. The school counselor uses Second Step curriculum as well as additional resources to promote the mental, emotional, and social health and well-being of all of our students. The counselor collaborates with other counselors to gain insight on what is happening across sites and bring best practices to Foothill. Students receive counselor lessons on a monthly basis at minimum.

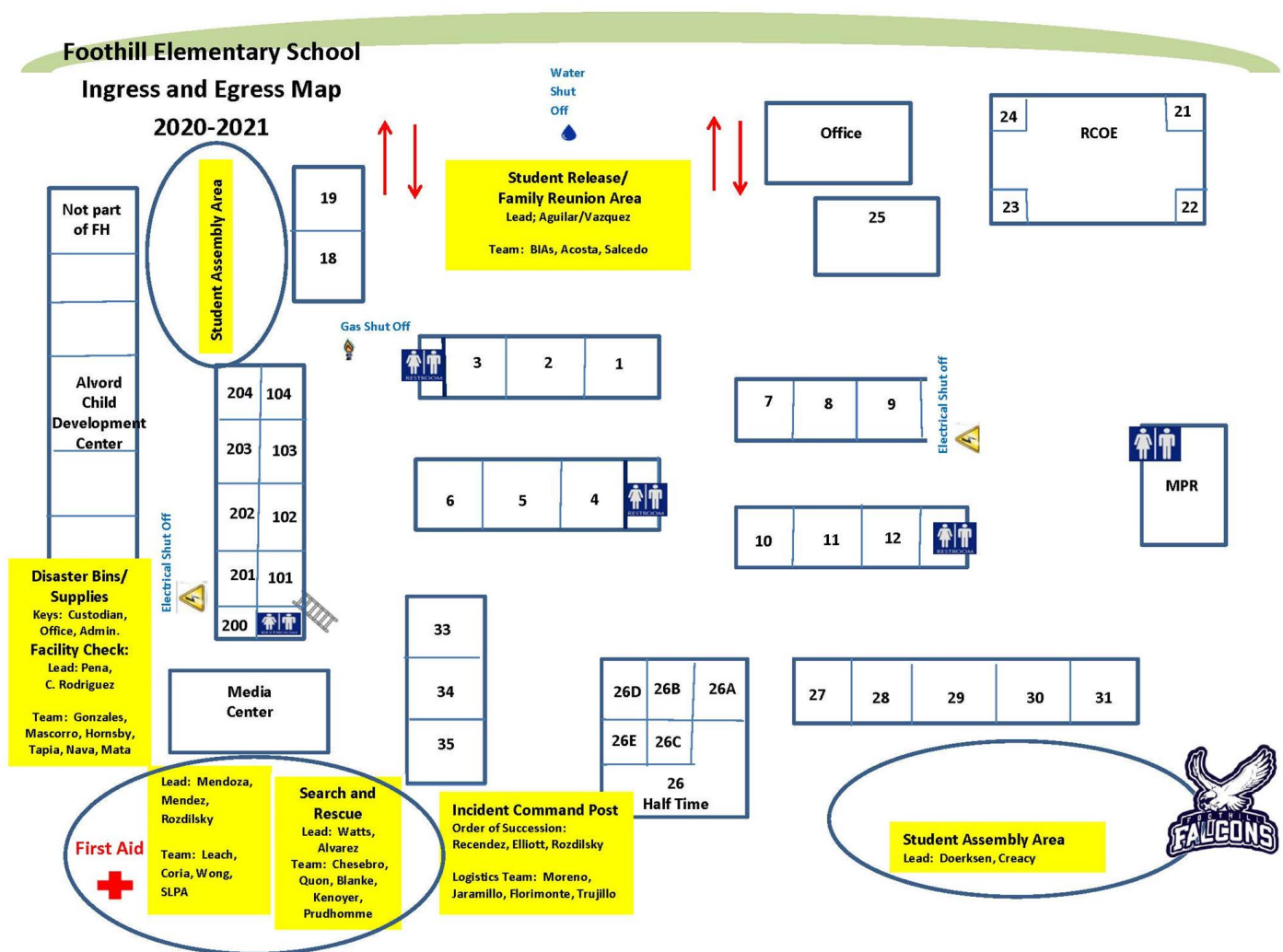
Procedures for Safe Ingress and Egress

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:

The staff is trained annually on the emergency plan during a staff meeting. Disaster preparedness information is communicated with staff and students. Safety drills, such as fire drills, earthquake drills, and lock-down drills, will occur on a monthly basis. The School Site Council serves as the School Safety Committee to review emergency disaster plans and ensure readiness.

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.

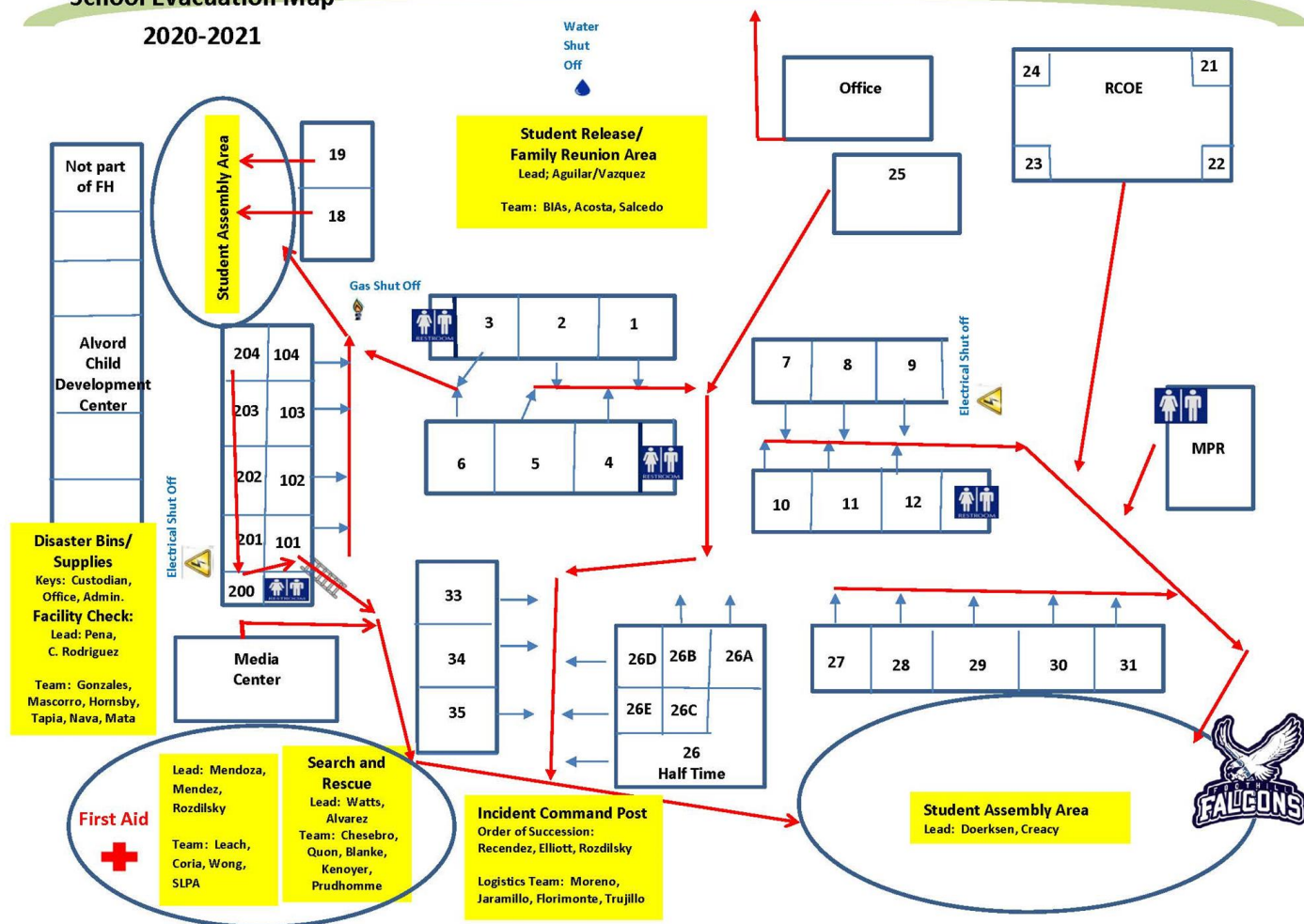
☐ **Training and drills:**

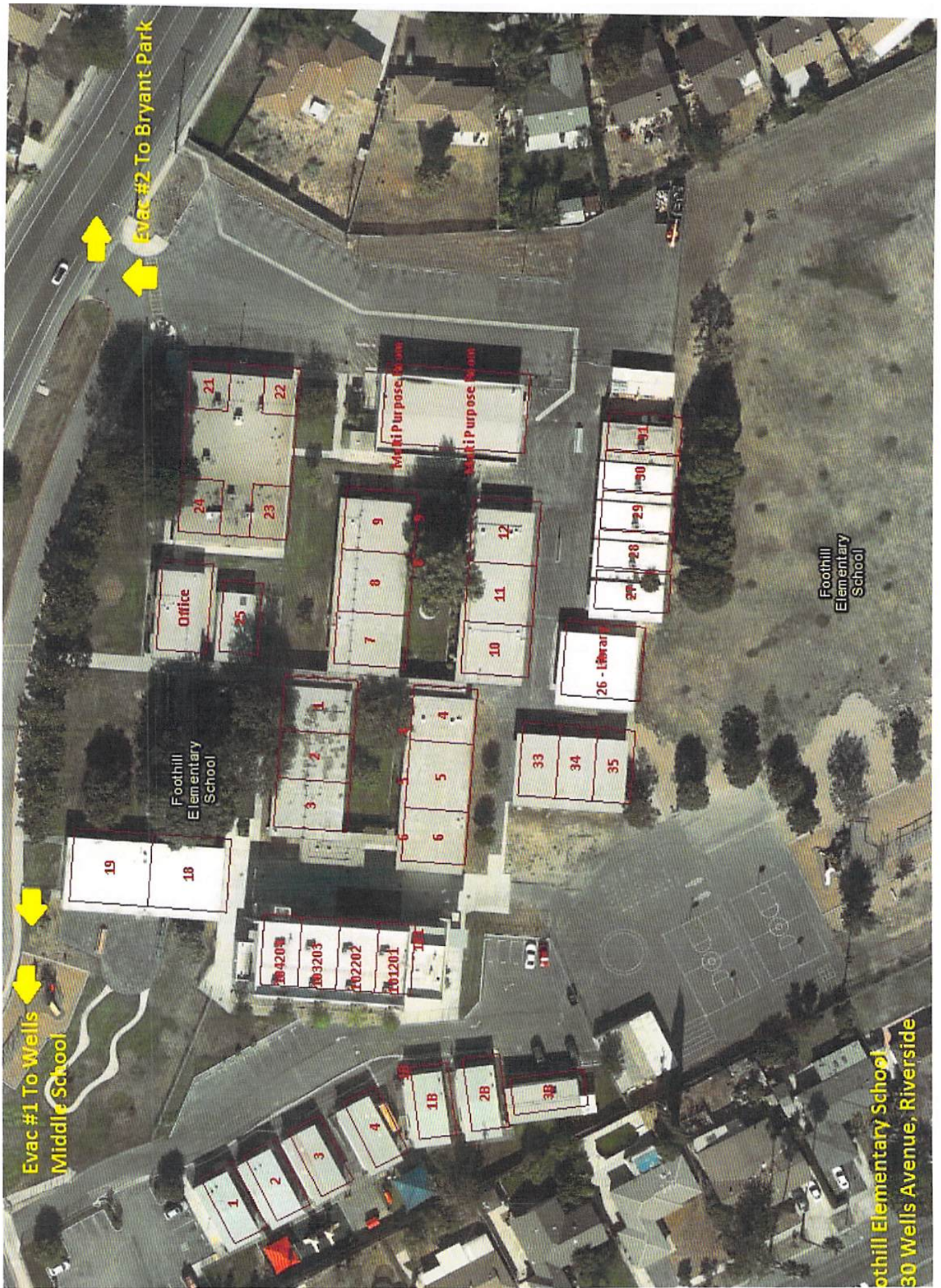
- Provide training for those designated to evacuate students with special needs.
- Include individuals with special needs when conducting evacuation drills.
- Stress self-help responsibilities and capabilities as well as the importance of self-assessment of emergency needs.
- Review emergency protocol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

Foothill Elementary School Evacuation Map 2020-2021





Reunification

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

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

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

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

If student is WITH class:

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

If student is NOT with class:

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

Closing Down:

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

Emergency and Disaster Response Procedures

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

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

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

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

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

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

Earthquake

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

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

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

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

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

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

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

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

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

Earthquake procedures in a building

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

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

Earthquake procedures while outside

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

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

Subsequent Emergency Procedures

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

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

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

Fire

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

Fire within a School Building:

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

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

Fire Near School

The Principal or designee shall:

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

Power Outage / Rolling Blackouts

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

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

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

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

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

During an outage

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

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

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

Communication

Email Communication

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

Crisis Email Lists

The crisis email lists are:

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

Security Alert

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

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take attendance and report any missing students and their location to the office.
4. Do not allow students to leave the room until the **ALL CLEAR** signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until **ALL CLEAR** is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: **"We are in lockdown, please secure your rooms."** This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- ☐ Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest

- ☐ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Designate assigned individual to lock all doors leading into administration building.
- ☐ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- ☐ Contact school resource officer or other security personnel and provide available information.
- ☐ When able, alert Superintendent's office.
- ☐ RPD SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in Student Services and with Administrative Services. Officers, as well as, their Lieutenant and Watch Commander have an aerial map of each school. RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- ☐ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- ☐ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ☐ Meet law enforcement at Incident Command Post.
- ☐ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ☐ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ☐ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
- ☐ Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ☐ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ☐ Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ☐ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ☐ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available

channels of communication are disabled and the injury is life- threatening, slide Red Cross placard (found in the emergency packet) under the door.

- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- ☐ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- ☐ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ☐ Do **not** chase students that run. Let them go.
- ☐ Do **not** go into rooms that cannot be secured and offer no way out.
- ☐ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- ☐ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- ☐ Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- ☐ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- ☐ If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- ☐ If safe to do so, take attendance and document on appropriate form.
- ☐ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- ☐ Gather students together and organize into an orderly formation.
- ☐ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- ☐ Follow pre-arranged evacuation route to evacuation location.
- ☐ Upon arrival at the pre-arranged location, take attendance.
- ☐ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- ☐ Through drills and training, pre-determine and practice where staff can safely hide.
- ☐ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- ☐ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

If the active shooter is nearby:

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- ☐ Remain calm, and follow officers' instructions.
- ☐ Put down any items in your hands (i.e., bags, jackets).
- ☐ Immediately raise hands and spread fingers. Keep hands visible at all times.
- ☐ Avoid making quick movements toward officers such as holding on to them for safety.
- ☐ Avoid pointing, screaming and/or yelling.
- ☐ Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- ☐ Location of the active shooter
- ☐ Number of shooters, if more than one
- ☐ Physical description of shooter(s)
- ☐ Number and type of weapons held by the shooter(s)
- ☐ Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

Shelter-in-Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter-in-Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- ☐ Attempt to gain as much information as possible when the threat is received.
- ☐ Do not hang up on the caller.
- ☐ Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- ☐ Call 911.
- ☐ Notify Superintendent's Office
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification. Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.

- ☐ If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- ☐ If and when possible, call Administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and personnel.
- ☐ Determine whether to initiate Shelter-in-Place Protocol.
- ☐ Secure the area (block points of entry).
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent and Administrative Services **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call Maintenance and Operations and/or Administrative Services. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- ☐ Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- ☐ Close windows and blinds. Move everyone away from windows.
- ☐ Take attendance. List any missing students or staff members and their possible locations.
- ☐ Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- ☐ Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound

decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as Very High or Dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "High" (80°-98°), the following precautions should be observed:

- ☐ Students and staff shall be encouraged to wear light clothing
- ☐ Students and staff physical activity, both indoors and outdoors shall be limited
- ☐ Students and staff shall be encouraged to remain in areas protected from the sun
- ☐ Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the school are notified of a smoke alert, either by AQMD or the City of Riverside or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- ☐ **Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- ☐ **Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- ☐ **1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- ☐ **Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- ☐ **DROP** down on the floor.
- ☐ Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ **HOLD** onto the furniture and be prepared to move with it.
- ☐ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the **S.T.A.R.T.** (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

S.T.A.R.T Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- ☐ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ☐ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ☐ If absent, open airway to see if breathing begins
- ☐ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ☐ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ☐ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ☐ Use the capillary refill test and check radial (wrist) pulse
- ☐ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ☐ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ☐ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ☐ Use simple commands/tasks to assess
- ☐ If patient cannot follow simple commands, tag **RED**
- ☐ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**. This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Automated External Defibrillator (AED)

The three comprehensive high school sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

N/A

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The Principal/Designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the Principal/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Principal/Designee.

The Superintendent/Designee will act as the official spokesperson for the District in an emergency situation. As such, all inquiries must be directed to the Superintendent/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its Site Disaster/Emergency Preparedness Map a pre-established Media Reporting Check-In location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

Order of Succession

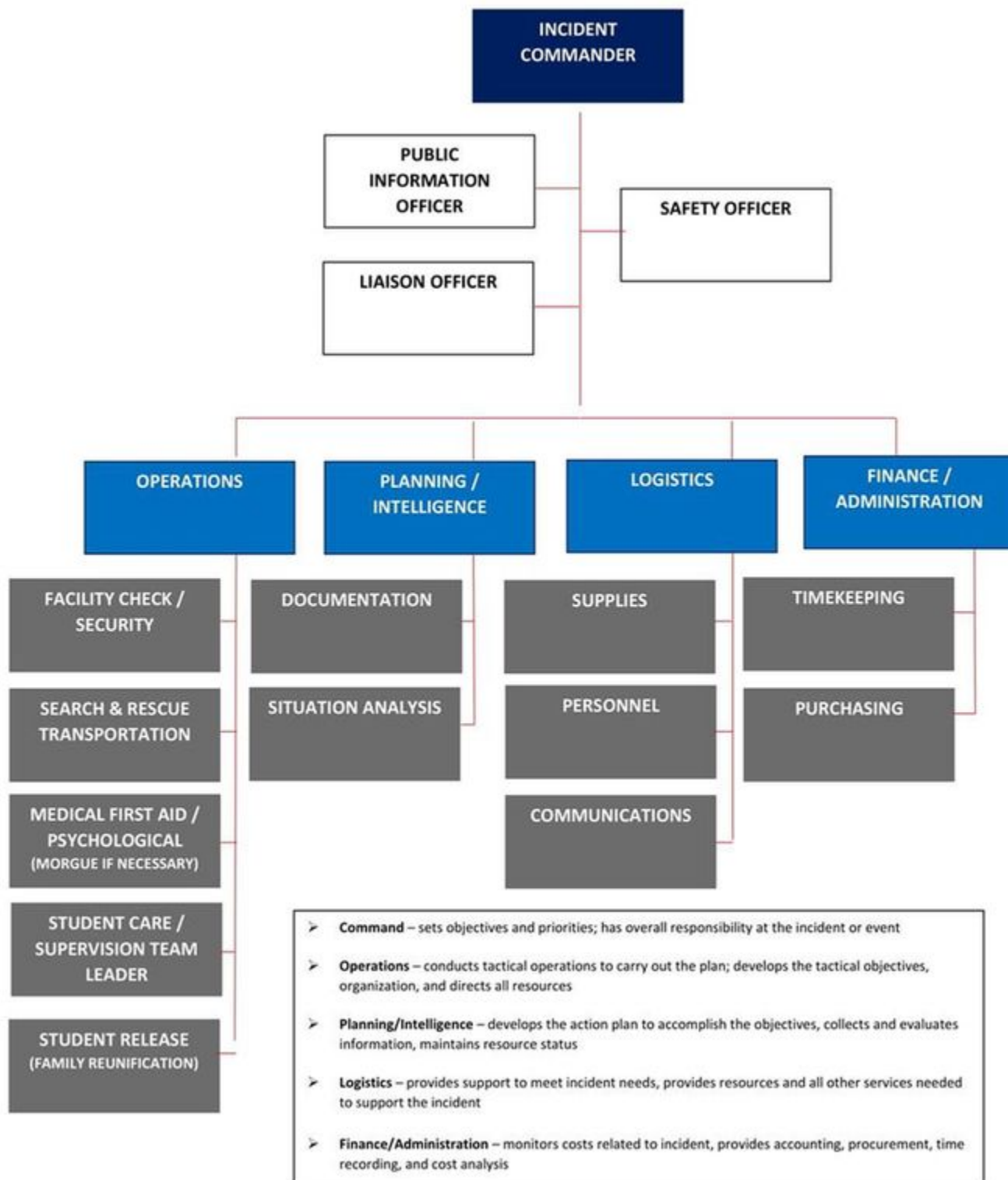
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Marisela Recendez
2. Administrative Designee – Dawn Elliott
3. Administrative Designee/Other – Craig Rozdilsky
4. Administrative Designee/Other – Christina Moreno

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 – Marisela Recendez

Incident Commander – Marisela Recendez

Safety Officer – Marisela Recendez/Dawn Elliott

Liaison Officer – Marisela Recendez/Dawn Elliott

Public Information Officer – Marisela Recendez/Dawn Elliott

OPERATIONS

Operations Chief – Marisela Recendez

Facility Check / Security Lead – Eric Pena

Search and Rescue Team / Transportation Lead – Jeremy Watts/Yesenia Alvarez

(Team members assigned as needed for search and rescue and transportation to First Aid)

Medical First Aid / Psychologist Team Lead – Laura Mendoza/Gwenett Mendez/Rosa Leach

(Other site personnel will be added to this team depending on need)

Student Care / Supervision Lead – Denise Chesebro/Tuyet Vo/Christine Doerksen/Melissa Creacy

(Teachers and paraeducators start on this team until staff and student accountability is complete or unless otherwise assigned)

Student Release Team Lead – Mariela Aguilar/Natalie Vasquez

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Dawn Elliott

Documentation – Mariela Aguilar

(Additional staff as needed for documentation and/or runners)

Situation Analysis – Dawn Elliott

LOGISTICS

Logistics Chief – Christina Moreno

Supplies Lead – Kelley Florimonte/Julie Trujillo

Personnel – Christina Moreno

Communications – Anita Jaramillo

(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 – Mariela Aguilar

Timekeeping – Mariela Aguilar

Purchasing – Mariela Aguilar

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.

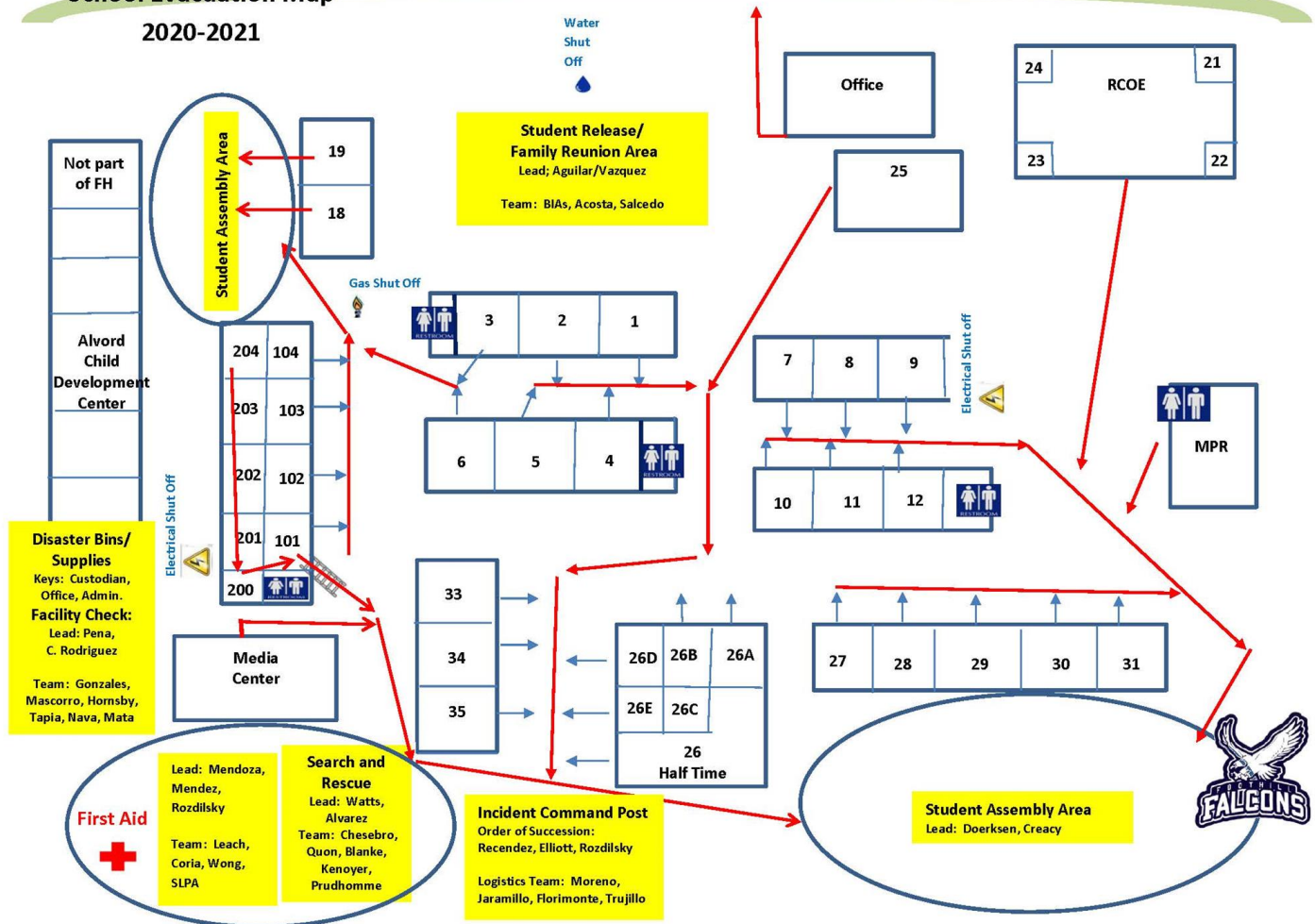
Staff From Room:	Staff From Room:
Lisa Morgan, Rm. 18	Cecilia Gomez, Rm. 19
Janice Harvey, Rm. 101	Jennifer Beyer, Rm. 102
Denise Chesebro, Rm.103	Erika Clarke, Rm. 104
Neena Prady, Rm. 201	Julie Trujillo, Rm. 202
Anita Jaramillo, Rm. 203	Yesenia Alvarez, Rm. 204
Annie Hughes, Rm.1	Ashley Ramirez, Rm. 2
Christine Doerksen, Rm. 4	Michelle Walker, Rm. 5
Marina Williamson, Rm. 3	Tuyet Vo, Rm. 6
Jessica Quon, Rm. 8	Gwenett Mendez, Rm. 9
Hector Guillen, Rm. 10/ Catherine Blanke, Rm. 11	Jasmin Paxson, Rm. 12
Erica LoCascio, Rm. 33	Andrea Romero, Rm. 34/ Craig Rozdilsky, Rm. 35
Jeff Kenoyer/ Tyler Prudhomme (PE)	Cecilia Acosta, Computer lab/Library
Kelley Florimonte, Rm. 27	Jeremy Watts, Rm. 28
Cindy Cruz, Rm. 29/Rm. 30(music)	Melissa Creacy, Rm. 31
Stephanie Hughes, Rm. 26	Stephanie Wong, Rosa Leach, Rm. 26 A, B, C, D/ASP
Marisela Recendez, Principal	Mariela Aguilar, Natalie Vasquez, Secretary/Clerk
Dawn Elliott, Asst. Principal	Christina Moreno, Instructional Coach
Laura Mendoza, Health Clerk	Randi Chapluk, RCOE Building
Eric Pena/Carlos Rodriguez, Custodian	Nancy Nava, Ashley Tapia, Rosa Hornsby, Frances Gonzales, Priscilla Mascorro, Food Service Staff/Campus Supervisors

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

Foothill Elementary School Evacuation Map 2020-2021



Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus

- **Assess type and scope of emergency**
- **Determine threat to human life and structures**
- **Implement emergency/disaster plan and hazard specific procedures**
- **Develop and communicate an incident action plan with objectives and a time frame to meet those objectives**
- **Activate functions (assign positions) as needed**
 - Fill in Incident Command Structure (ICS) organizational chart
 - Appoint back-up or an alternate IC
- **Continue to monitor and assess total school situation:**
 - View site map periodically for Search & Rescue progress and damage assessment information
 - Check with Section Chiefs for periodic updates
 - Reassign personnel as needed
- **Report (through Communications) to District Office on status of students, staff, campus as needed (Site Status Report)**
- **Develop and communicate revised incident action plans as needed**
- **Begin student release when appropriate**
 - No student should be released until student accounting is complete
 - Never send students home before the end of the regular school day unless directed by the Superintendent except individuals on request of parent/guardian
- **Authorize release of information**
- **Utilize your back-up IC: plan and take regular breaks 5-10 minutes/hour away from the CP**
- **Plan regular breaks for all staff and volunteers**
- **Release teachers as appropriate per District guidelines**
 - By law, during a disaster, teachers become “Disaster Service Workers”
- **Remain on and in charge of your campus until redirected or released by the Superintendent of designee**

Closing Down:

- **Authorize deactivation of sections, branches, or units when they are no longer required**
- **At the direction of the Superintendent or designee, deactivate the entire emergency response**
 - If Fire Department or other outside agency call an “ALL CLEAR,” contact the District before taking any further action
- **Ensure that any open actions not yet completed will be taken care of after deactivation**
- **Ensure the return of all equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit
- **Proclaim termination of the emergency and proceed with recovery operations as necessary**

Command Post Equipment / Supplies:

- Campus map

- ALL job descriptions on a clipboard
- Master keys
- Staff and student rosters
- School district radio (Emergency radio)
- Disaster response forms
- Campus 2-way radios
- Emergency / disaster plan
- AM / FM radio (battery)
- Bullhorn
- Tables and chairs (if CP is outdoors)

Appendix – Safety Officer

Section: Command

SAFETY OFFICER

The Safety Officer ensure that all activities are conducted in as safe a manner as possible under the circumstances which exist.

- **Check in with Incident Commander for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log**
 - o Maintain all required records and documentation to support the history of the emergency or disaster
 - o Document:
- **Messages received**
- **Action taken**
- **Decision justification and documentation; Requests filled**
- **Monitor drills, exercises, and emergency response activities for safety**
- **Identify and mitigate safety hazards and situations**
- **Stop or modify all unsafe operations**
- **Ensure that responders use appropriate safety equipment**
- **Think ahead and anticipate situations and problems before they occur**
- **Anticipate situation changes, such as severe aftershocks, in all planning**
- **Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions**

Closing Down:

- **When authorized by the IC, deactivate the unit and close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit
- **Return equipment and reusable supplies to Logistics**

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

The public has the right and need to know important information related to emergencies/disasters at the school site as soon as it is available.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, they will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

New conferences and press releases must be approved by the District PIO before release.

- **Determine a possible “news center” site as a media reception area**
 - o Locate away from the Command Post and students
 - o Get approval from the Incident Commander (IC)
- **Identify yourself as the “PIO”**
- **Consult with District PIO to coordinate information release**
- **Assess situation and obtain statement from IC; tape record if possible**
- **Advise arriving media that the site is preparing a press release and approximate time of its issue**
- **Open and maintain a position log of your actions and all communications**
 - o If possible, take media briefings
 - o Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
 - o Incident or disaster cause and time of origin
 - o Size and scope of the incident
 - o Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
 - o Resources in use
 - o Best routes to school if known and appropriate
 - o Any information school wishes to be released to the public
- **Read statements if possible**
- **When answering questions, be complete and truthful, always considering confidentiality and emotional impact.**
 - o Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
 - o Avoid use of the phrase “no comment.”
- **Remind school site / staff volunteers to refer all questions from media or waiting parents to the PIO**
- **Update information periodically with IC**
- **Ensure announcements and other information are translated in other languages as needed**
- **Monitor news broadcasts about incident**
 - o Correct any misinformation heard

Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
 - o Direct staff members to sign out through Finance / Administration

- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- ☐ Position identifier (safety vest)
- ☐ Job description clipboard
- ☐ Battery operated AM / FM radio
- ☐ Paper, pencils, marking pens
- ☐ School site map(s) and area maps
- ☐ 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Command

LIAISON OFFICER

The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

- **Check in with Incident Commander (IC) for situation briefing**
- **Determine your personal operating location and set up as necessary**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log.**
 - Maintain all required records and documentation to support the history of the emergency or disaster
- **Brief Agency Representatives on current situation, priorities and incident action plan**
- **Ensure coordination of efforts by keeping IC informed of agencies' actions plans**
- **Provide periodic update briefings to Agency Representatives as necessary**

Closing Down:

- **At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- 2- way radio *
- Job description clipboard
- Clipboard, paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security; Search and Rescue; Medical; Student Care/Student Release.

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Assume the duties of all operations positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**
- **If additional supplies or staff is needed for the Operations Sections, notify Logistics.**
 - When additional staff arrive, brief them on the situation and assign them as needed
- **Coordinate Search and Rescue operations**
 - Appoint Search and Rescue Team Leader to direct their operations if necessary
- **As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander**
- **Inform the Incident Commander regarding tasks and priorities**
- **Make sure that the operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities**
- **Schedule breaks and reassign operations staff within the section as needed**

Closing Down:

- **At the Incident Commander's direction, release operations staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- Search and Rescue equipment including 2-way radio *
- School site map

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Facility Check / Security

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

- **Wear hard hat and orange identification vest if available**
- **Take appropriate tools, job description clipboard, and radio**
- **As you do the following, observe the campus and report any damage by radio to the Command Post ***
- **Lock gates and major external doors if needed**
- **Locate / control / extinguish small fires as necessary**
- **Check gas meter and, if gas is leaking, shut down gas supply**
- **Shut down electricity only if building has clear structural damage or advised to do so by the Command Post**
- **Post yellow caution tape around damaged or hazardous areas**
- **Verify that campus is “locked down” and report same to Command Post**
- **Advise Command Post of all actions taken for information and proper logging**
- **Be sure that the entire campus has been checked for safety hazards and damage**
- **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety**
- **Route fire, rescue, police, etc. as appropriate**
- **Direct all requests for information to the Public Information Officer (PIO)**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work gloves and whistle
- Job description clipboard
- 2- way radio
- Master keys / Goggles, flashlight, dust masks, yellow caution tape, and shut-off tools

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment**
- **Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response**
- **Assign teams based on available manpower, minimum 2 persons per team**

Perform visual check of outfitted team leaving Command Post; include radio check. Teams should be wearing sturdy shoes and safety equipment.

- **Record names and assignments before deploying teams**
- **Dispatch teams to known hazards or situations**
 - o Send specific map assignment with each team
- **Remain at the Command Post in radio contact with Search and Rescue Team**
- **Record all teams' progress and reports on site map, keeping others at Command Post informed of problems**
 - o When a room is reported clear, mark a "C" on the map
- **If injured students are located, consult Operations Chief for response**
 - o Utilize Transport Teams or send a First Aid Team
- **Record exact location of damage and triage tally on map**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple ***
 - o Do not use codes
- **10-codes or police codes**

Closing Down:

- **Record the return of each Search and Rescue team**
 - o Direct them to return equipment and report for additional assignment to Logistics
- **Provide logs and other relevant documents to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- Job description clipboard
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment. See list below.**
- **You should be wearing sturdy shoes and long sleeves**
- **Check in at Command Post for assignment**

Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.

Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. Be aware of the possibility of aftershocks.

- **Use chalk to make a “slash” mark on the door when entering the room**
- **Check under desks and tables.**
 - o Search visually and vocally
 - o Listen
- **When leaving each room, make another “slash” on the door to form an “X”**
- **When an injured victim is located, team transmits location and condition of injured to Command Post.**
 - o Do NOT use names of students or staff
 - o Follow directions from Command Post
- **Record exact location of damage and triage tally and report to Command Post**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple – Do NOT use codes ***

Closing Down:

- **Record equipment to Logistics**
- **Provide maps and logs to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape, chalk
 - o Use chalk or masking tape to make a “slash”

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

MEDICAL TEAM LEADER

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- **Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs**
- **Make personnel assignments**
 - If possible, assign a minimum of:
 - **2 people to Triage**
 - **2 to Immediate Medical Attention**
 - **2 to Delayed Attention**
 - **2 to Psychological**
 - **Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles**
 - Obtain equipment and supplies
- **Assess available inventory of supplies and equipment**
- **Review safety procedures and assignments with personnel**
- **Establish point of entry (“Triage”) into treatment area**
- **Establish “Immediate” and “Delayed” treatment areas**
- **Set up a separate Psychological first aid area if staff levels are sufficient**

Operational Duties:

- **Oversee care, treatment, and assessment of patients**
- **Ensure caregiver and rescuer safety**
- **Make sure that accurate records are kept**
- **Provide personnel response for injuries in remote locations or request Transport Team from Logistics**
- **If needed, request additional personnel from Logistics**
 - Brief newly assigned personnel
- **Report deaths immediately to the Operations Chief**
- **Keep Operations Chief informed of overall status**
- **Set up morgue, if necessary, in cool, isolated, secure area**
- **Stay alert for communicable diseases and isolate appropriately**

Closing Down:

- **At the Incident Commander’s direction, release Medical staff no longer needed**
- **Direct staff members to sign out through Finance / Administration**
- **Record equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, deactivate the section and close out all logs.**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Job description clipboard**
- **Emergency first aid supplies kit**
- **Clipboards, pens, pencils, marking pens**
- **2-way radio ***

- Blankets
- Tables and chairs
- Ground cover / tarps
- Staff and student medication from the Health Office
- Wristbands
- Identification tags

Forms

- First aid care log
- Personnel assignment form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

Use approved safety equipment and techniques. Obtain and wear personal safety equipment including latex gloves. Check with Medical Team Leader for assignment.

Operational Duties:

- **Administer appropriate first aid**
- **Keep accurate records of care given**
- **Continue to assess victim at regular intervals**
- **Report deaths immediately to Medical Team Leader**
- **If and when transport is available, do final assessment and document on triage tag (if available).**
 - Keep and file records for reference – Do NOT send with victim

Triage Entry Area:

- **Staff with a minimum of 2 trained team members, if possible**
- **One member confirms triage category, attaches triage tag, and directs to proper treatment area**
 - I = Immediate assistance needed
 - D = Delayed assistance
 - X = Dead
 - No treatment takes place at this station
 - Assess victim's condition if not tagged or identified
- **Second team member log victims' names on form and sends forms to Command Post as completed**

Treatment Areas – “Immediate” and “Delayed”

- **Staff with minimum of 2 team members per area, if possible**
- **One member completes secondary head-to-toe assessment**
- **Second member records information on triage tag and on-site treatment records**
 - Follows categories: Immediate, Delayed, Deceased
- **When using 2-way radio, do NOT use names of injured or dead**

Closing Down:

- **Return equipment and unused supplies to Logistics**
- **Clean up first aid area – dispose of hazardous waste safely**
- **Complete all paperwork and turn into the Documentation Unit**

Forms

- **Triage tags**
- **First Aid log**

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

- **Check with Operations Chief for direction**
- **If directed, set up morgue area.**
 - Verify: Tile, concrete, or other cool floor surface accessible to Coroner's vehicle away from assembly area
 - Keep unauthorized persons out of morgue

Operational Duties:

- **After pronouncement or determination of death: Confirm that the person is actually dead**
- **Do NOT move the body until directed by Command Post**
 - Do Not remove any personal effects from the body; Personal effects must remain with the body at all times
- **As soon as possible, notify Operations Chief, who will notify the Command Post**
 - Command Post will attempt to notify law enforcement authorities of the location and, if know, the identity of the body
 - Law enforcement will notify the Coroner
- **Keep accurate records and make available to law enforcement and/or the Coroner when requested**
- **Write the following information on two tags:**
 - Date and time found
 - Exact location where found
 - Name of decedent if known
 - If identified: how, when, by whom
 - Name of person filling out tag
 - Attach one tag to body
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping**
 - Securely attach the second tag to the outside of the bag
 - Move the body to the morgue
- **Place any additional personal belongings found in a separate container and label as above**
 - Do NOT attach to the body, store separately near the body

Closing Down:

- After all bodies have been picked up, close down the morgue
- Return all equipment and unused supplies to Logistics
- Clean up area – Dispose of hazardous waste safely
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Tags, pens / pencils
- Trash bags
- Duct tape
- Plastic tarps
- 2-way radio *
- Wristbands
- Identification tags

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area

Operational Duties:

- **Check in with Operations Chief for situation briefing**
- **Assign personnel to assignments as needed**
- **If school is evacuating:**
 - Verify that the assembly area and routes to it are safe
 - Count the classrooms as they exit to make sure that all classes evacuate
- **Initiate the set-up of portable toilet facilities and hand washing stations**
- **Monitor the safety and well-being of the students and staff in the Assembly Area**
- **Administer minor first aid as needed**
- **Support the Student Release process**
- **When necessary, provide water and food to students and staff**
- **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease**
- **Make arrangements to provide shelter for students and staff**
- **Arrange activities and keep students reassured**
- **Update records of the number of students and staff in the assembly area (or in the buildings)**
- **Direct all requests for information to the PIO**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, closet out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest)**
- **2-way radio ***
- **First aid kit**
- **Water**
- **Food**
- **Sanitation supplies**

Student Activities:

- **Books, games, coloring books, etc.**

*** Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.**

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

Certificated staff, school secretary, other available staff and disaster volunteers. Use buddy system. Student Release process may be supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates

Start-Up Actions:

- **Check with Operations Chief for assignment to Request Gate or Release Gate**
- **Obtain necessary equipment and forms from Logistics**
- **Secure area against unauthorized access**
 - Mark gates with signs
- **Set up Request Gate at the main student access gate**
 - Use alphabetical grouping signs to organize parent requests
- **Have Student Release Forms available for parents outside of fence at Request Gate**
 - Assign volunteers to assist
- **Set up Release Gate some distance from Request Gate**

Operational Duties:

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians

Refer all requests for information to the Public Information Officer (PIO). Do not spread rumors!

- If volunteers arrive to help, send them to Logistics

Procedures:

- **Requesting adult fills out Student Release Form; gives it to staff member and show identification**
- **Staff verifies identification**
 - Pull Emergency Card from file and verifies that the requester is listed on the card
- **Staff instructs the requester to proceed to the Release Gate**
- **Staff files the Emergency Card in the out box**
- **Runner takes form to the designated classroom evacuation site**

Note: If a parent refuses to wait in line, do NOT argue. Note time with appropriate comments on Emergency Card and place in box.

If student is with class:

- **Runner shows Student Release Form to the teacher**
- **Teacher marks box, "Sent with Runner"**
 - If appropriate, teacher sends parent copy of first aid form with runner
- **Runner walks student(s) to Release Gate**
- **Runner hands paperwork to release personnel**
- **Release staff matches student to requester**
 - Verify proof of identification
 - Ask requester to fill out and sign the lower portion of Student Release Form
 - Release student

- o Parents are given the notice of first aid care given, if applicable

If student is NOT with class:

- **Teacher makes appropriate notation on Student Release Form:**
 - o “Absent” if student was never in school that day
 - o “First aid” if student is in Medical Treatment Area
 - o “Missing” if student was in school, but now cannot be located
- **Runner takes Student Release Form to Command Post**
- **Command Post verifies student location if known and directs runner accordingly**
- **Parent should be notified of missing student status by a staff member and escorted to crisis counselor**
- **If student is in first aid, parent should be escorted to Medical Treatment Area**
- **If student was marked absent, parent will be notified by a staff member**

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Pens, stapler
- Boxes of Emergency Cards
- Parent Request Gate and Release Gate signs
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Signs for “Request Gate” and “Release Gate”

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource teams.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Assume the duties of all Planning/Intelligence positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the positions checklist**
- **Assist Incident Commander in writing Action Plans**

Closing Down

- **At the IC's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Planning/Intelligence positions have been accomplished**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Dry-erase pens
- Site map(s)
- Paper, pens

Forms:

- Emergency Time / Situation Report
- Staff and Student Accounting Form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Maintain time log of the incident noting all actions and reports**
- **Record content of all radio communications with District Emergency Operations Center (EOC)**
- **Log in all written reports**
- **File all reports for reference (file box)**
- **IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents**

Student and Staff Accounting:

- **Receive, record, and analyze Student Accounting forms**
- **Check off staff roster**
 - o Compute number of students, staff and others on campus for Situation Analysis; update periodically
- **Report missing persons and site damage to Command Post**
- **Report first aid needs to Medical Team Leader**

Closing Down

- **Collect and file all paperwork and documentation from deactivating sections**
- **Securely package and store these documents for future use**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Paper, pens
- Paper

Forms:

- Situation Report
- Operational Log

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

Situation Status (Map):

- **Collect, organize and analyze situation information**
- **Mark site map appropriately as related reports are received**
 - o This includes, but is not limited to, Search and Rescue reports and damage updates, giving a concise picture/status of campus
- **Preserve map – it is a legal document**
- **Use area-wide map to record information on major incidents, road closures, utility outages, etc.**
 - o This information may be useful to staff for planning routes home, etc.

Situation Analysis:

- **Provide current situation assessments based on analysis of information received**
- **Develop situation reports for the Command Post (CP) to support the action planning process**
- **Think ahead and anticipate situations and problems before they occur**
- **Refer all information request to the Public Information Officer (PIO)**

Closing Down

- **Close out all logs and turn all documents into Documentation**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- Site map of campus
- Map of county and local area
- File box(es)
- Paper, pens, dry erase markers

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Logistics

LOGISTICS

Responsibilities:

This section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Open supplies container or other storage facility**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Ensure that the Command Post and other facilities are set up as needed**

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist**
- **Coordinate supplies, equipment, and personnel needs with the Incident Commander**
- **Maintain security of supplies and equipment**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Logistics positions have been accomplished**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Open supplies container or other storage facility if necessary**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Set up the Command Post**

Operational Duties:

- **Maintain security of supplies and equipment**
- **Distribute supplies and equipment as needed**
- **Assist team members in locating appropriate supplies and equipment**
- **Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed**

Closing Down:

- **At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned**
- **Secure all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Inventory of emergency supplies on campus

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Deploy personnel as requested by the Incident Commander (IC)**
- **Sign in volunteers, making sure those volunteers are wearing I.D. badges**

Closing Down:

- **Ask volunteers to sign out**
- **At the Logistic Chief's direction, close out all logs and turn them in to the Documentation Unit**
- **Return all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Emergency supply inventory
- Assignment Log

Section: Logistics

COMMUNICATIONS

Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus 2-way radio, supported by student or disaster volunteer runners, and Disaster volunteer.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Communicate with district EOC per district procedures**
 - o At the direction of the Incident Commander (IC), report status of students, staff and campus, using Site Status Report Form
- **Receive and write down all communications from the district EOC**
- **Use runners as needed to deliver messages**
- **Maintain Communications Log:**
 - o Date
 - o Time
 - o Originator
 - o Recipient
- **Follow communications protocol**
 - o Do NOT contact the city directly if the district EOC is available
- **Direct the media or the public to the Public Information Officer (PIO)**
- **Monitor AM radio for local emergency news: KFI 640 AM**

Closing Down:

- **Close out all logs, message forms, etc. and turn them over to the Documentation Unit**
- **Return all equipment and unused supplies to Logistics**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- District 2-way radio *
- Tables and chairs
- File boxes, tote tray for outgoing messages
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Job descriptions clipboard and checklist
- Site Status Report
- Message forms

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing**

Operational Duties:

- **Assume the duties of all Finance/Administration positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Finance/Administration positions have been accomplished**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff**
- **Ensure that accurate records are kept of all staff members, indicating hours worked**
- **If district personnel not normally assigned to the site are working, be sure that records of their hours are kept**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records at information which relates to purchasing**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking purchases**
- **Support Logistics in making any purchases which have been approved by the Incident Commander**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.



ALVORD UNIFIED SCHOOL DISTRICT

Foothill Elementary School

School Site Council

Monday, December 7, 2020

2:00 p.m. Zoom

Minutes

- I. Introductory Procedures
 1. Meeting was called to order at 2:08 pm by Melissa Astudillo
 2. Establishment of Quorum at 2:09 pm
 - a. Members Present: Marisela Recendez, Christina Moreno, Melissa Astudillo, Julie Trujillo, Marina Williamson, Martha Palomares,
 3. Pledge of Allegiance was recited by Melissa Astudillo
 4. Welcome and Introductions: Members welcomed by Melissa Astudillo
- II. Action Items
 1. Minutes of Meeting held November 5, 2020
 - a. They were motioned/second/ carried (Williamson / Moreno 6/0/0) to approve
 2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. None
 - b. We have access to Cares Funds:
 - o Spent initial \$10,000 on subscriptions
 - o Spent close to \$20,000 – headphones and Kami
 3. Approve Bylaws Amendment
 - a. Policy of Nondiscrimination and Equity bylaw approved by district, to be added to Foothill.
 - b. They were motioned/second/ carried (Astudillo/Moreno 6/0/0) to approve
 4. Approve Comprehensive School Safety Plan
 - a. Discussion: two different safety plan – Emergency Disaster Response Plan and Comprehensive Safety Plan.
 - o Comprehensive Safety Plan Strategies: crime, suspension rate, attendance.
 - a) School Resource Officer – Officer Joseph. Reviewed his responses, January 2020 front office burglary. Suspect apprehended. No other responses to emergency.
 - b) This year – SRO assisted with home visits.
 - c) Vandalism – 3 issues - 2019-2020 school year. Three issues this year.
 - d) Suspensions – 4 suspensions during 2019-2020. Data reviewed by ethnicity, homeless/foster, gender, special needs/disabilities.
 - e) Involvement Strategies:
 - i. Parents: interpretation/translation services, day care for meetings, parent engagement, CAFE Conference,

Parent University, incentives for parent participation, staff providing info through platforms (Class Dojo).

- ii. Collaboration Strategies: sharing attendance and discipline data, limited participation in ELAC and SSC, communications with parents of chronically absent students, SART meetings, by monthly contact, home visits
- iii. Prevention and Intervention Strategies: based on student safety – Red Ribbon Week, Anti-Bully Week, COST/SST Meetings, provide staff with school shirts.
- iv. Emergency Evacuation Procedures: Mrs. Elliot updated our disaster preparedness plan. For drills on campus, RCOE – Foothill School participates. Need to have communication with Alvord Preschool during drills or emergencies. We obtained two more walkie-talkies for Foothill School and Preschool to keep updated in the event of an emergency. Fire drill every month, 2 earthquake and 2 lockdown drills a year. Revised plan for command post personnel, including who will cover for Mrs. Elliot when she is at Arlanza. Buddy rosters for teachers.

b. They were motioned/second/ carried (Trujillo/Moreno 6/0/0) to approve

III. Discussion/Information

1. Budget Reports

a. Balances:

- o LCFF-LI: \$6700
- o LCFF-EL: \$12450
- o Title I: \$43000

2. Training Topics:

- Current School Accountability Report Card
 - o SARC Report 2019-2020 School Year Overview:
 - Sections include description of school, mission statement of district, data; # of teachers credentialed, all teachers credentialed and teaching the areas they are credentialed to teacher, textbooks list, Williams Act accountability, school facility conditions and planned improvement, good and fair ratings, outcomes for state testing 2018-2019 school year, student engagement, condensed school plan, class size and averages, teacher and administrator salaries in comparison to the state.
- LCAP
 - o Video presentation with Dr. Devor
 - o District meetings available to the public
 - o 3 year plan
 - o Determine needs , prioritize goals, identify actions and services,
 - o 8 Priorities:
 - Basic services at schools

- Implementation of State Academic Standards
 - Parental Engagement
 - Student Achievement
 - Student Engagement
 - Course Access
 - School Climate
 - Other Student Outcomes
 - Goals:
 - Conditions of learning
 - Student outcomes
 - Engagement
 - California Schools Dashboard
 - Ratings: suspensions, attendance, student outcomes
 - Color ratings: Red lowest, blue is the highest
 - Look for improvement
 - Foothill was in the red, but improving
 - CDE.gov
 - Looking for outcomes
 - Attend meetings (12/9, 2/17/, 4/21) and give input
 - Thought Exchange
3. Parent Committee Reports
- a. ELAC Report by Melissa Astudillo
 - Mrs. Palomares, Mrs. Jaramillo, Mrs. Astudillo only in attendance. Not able to complete anything. District - new elections requested. No December meeting. Elected positions now for ELAC.
 - DELAC Mtg – October 20th: Wells MS presented. Parent and student recognitions, encouraging words to them, school values, rigor, relevance, relationships pyramid, student focused, demographics, teachers (their EL status), focus on student identity, nationality, cultural proficiency, culture (iceberg), clubs, supports, simultaneous teaching/ translation, Highlights: unmute yourself, professional learning(student life experiences), all are welcome, 3 R's, acknowledging parent volunteers, surface and deep culture, Principal Ribaudo sharing on how she prepares to speak with EL's, presentation of budget overview with Dusty Nevatt, attendance and learning continuity, lack of attendance affects budget.
 - b. ATP Report by Marisela Recendez
 - Family engagement – family activities provided by Mrs. Creacy and Mrs. Prady. Input by parent about flooded crosswalk, Jim Perry will attend Principal's Coffee to discuss.
 - c. PAC Report by Melissa Astudillo
 - Same as DELAC
4. Program Reports
- a.
5. Principal's Report by Marisela Recendez
- a. Front Office closed to limit the amount of people on campus – precaution. Not a complete shutdown. No materials hand out. Teachers work from

home. Front office staff is taking turns working in the office so only two at a time. Phones forwarded to personnel. Office closed unless you have an appointment.

IV. Hearing Session/Public Comments

1. None

V. Adjournment: Action Item

1. It was motioned/second/ carried (Trujillo /Palomares 7/0/0) to approve

2. Meeting was adjourned at 3:12 pm

The next School Site Council meeting is scheduled for January 7, 2021



DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Foothill

Concilio Escolar

jueves, 3 de diciembre del 2020

2:30 p.m. Zoom

AGENDA

- I. Procedimientos de Introducción
 1. Llamar al orden
 2. Establecer el Quórum
 3. Juramento a la bandera
 4. Bienvenida e introducción de miembros de SSC
- II. Asuntos de Acción
 1. Aprobación los Minutas de la reunión del 5 de noviembre 2020
 2. Solicitudes de Gastos Propuestos de los fondos categóricos (TI, LCFF-LI, LCFF-EL)
 3. Aprobación de cambio de bylaws
 4. Aprobar el plan integral de seguridad escolar
- III. Diálogo/Información
 1. Reportes del Presupuesto
 2. Entrenamiento:
 - Informe de responsabilidad escolar actual
 - LCAP
 3. Reporte de SPSA 21-22
 4. Reportes de los comités de padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
 5. Reporte de Programas
 6. Reporte de la Directora
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

La próxima reunión del Concilio Escolar está programada para el 7 de enero del 2021



DISTRITO ESCOLAR UNIFICADO ALVORD
Escuela Primaria Foothill

Concilio Escolar

lunes, 7 de diciembre del 2020

2:00 p.m. Zoom

Minuta

- I. Procedimientos de introducción
 1. Melissa Astudillo llamó la junta al orden a las 2:08 pm
 2. Establecimiento del quórum a las 2:09 pm
 - a. Miembros presentes: Marisela Recendez, Christina Moreno, Melissa Astudillo, Julie Trujillo, Marina Williamson, Martha Palomares,
 3. Melissa Astudillo recitó el saludo a la Bandera
 4. Bienvenida y presentaciones: Melissa Astudillo dio la bienvenida
- II. Asuntos de acción
 1. Minuta de la junta del 5 de noviembre 2020
 - a. Se propuso/secundó la moción para aprobar (Williamson / Moreno 6/0/0)
 2. Aprobación de solicitudes de gastos categóricos (TI, LCFF-LI, LCFF-EL)
 - a. Ninguna
 - b. Tenemos acceso a los fondos Cares:
 - o Se gastaron los \$10,000 iniciales en suscripciones
 - o Se gastaron los \$20,000 finales– audífonos y Kami
 3. Aprobación de la enmienda al reglamento
 - a. Política antidiscriminación y reglamento de equidad aprobada por el Distrito, que se agregará a Foothill.
 - b. Se propuso/secundó la moción para aprobar (Astudillo/Moreno 6/0/0)
 4. Aprobación del plan integral de seguridad escolar
 - a. Diálogo: dos planes de seguridad diferentes – Plan de Reacción a Desastre de Emergencia y Plan Integral de Seguridad.
 - o Estrategias del Plan Integral de Seguridad: delincuencia, tasa de suspensión, asistencia escolar.
 - a) Oficial de recursos escolares – Oficial Joseph. Habló de sus intervenciones, robo a la oficina escolar en enero del 2020. Sospechoso detenido. Ningún otro llamado de emergencia.
 - b) Este año– el SRO ayudó con visitas a hogares.
 - c) Vandalismo – 3 casos – año escolar 2019-2020. Tres casos este año.
 - d) Suspensiones – 4 suspensiones durante el 2019-2020. Datos revisados por etnia, sin hogar/hogar temporal, género, necesidades especiales/discapacidades.
 - e) Estrategias de participación:
 - i. Padres de familia: servicios de interpretación/traducción, cuidado infantil durante las

juntas, participación de padres de familia, conferencia CABE, Universidad para Padres, incentivos para participación de padres, el personal provee información por medio de plataformas (*Class Dojo*).

- ii. Estrategias de colaboración: Compartir datos de asistencia escolar y disciplina, participación limitada en ELAC y SSC, Comunicación con los padres de alumnos con ausencias crónicas, juntas SART, contacto dos veces al mes, visitas a hogar.
- iii. Estrategias de prevención e intervención: Basado en seguridad estudiantil – Semana de Listón Rojo, semana anti-acoso escolar, juntas COST/SST, Proveer camisetas escolares al personal.
- iv. Procedimientos de evacuación por emergencias: la Sra. Elliot Actualizó nuestro plan de preparación en casos de desastre. RCOE – Escuela Foothill participan en los simulacros que se llevan a cabo en la escuela. Debe haber comunicación con *Alvord Preschool* durante simulacros o emergencias. Conseguimos dos *walkie-talkies* más para la escuela Foothill y preescolar para actualizaciones en casos de emergencia. Simulacro de incendio mensualmente, 2 de terremoto, 2 de toque de queda al año. Revisión del plan de personal a cargo, incluso quien cubrirá a la Sra. Elliot cuando esté en Arlanza. Listas de equipos de maestros.

b. Se propuso/secundó la moción para aprobar (Trujillo/Moreno 6/0/0)

III. Diálogo/información

1. Reportes de presupuesto

a. Balances:

- o LCFF-LI: \$6700
- o LCFF-EL: \$12450
- o Título I: \$43000

2. Temas de capacitación:

- Actual Reporte de Responsabilidad Escolar
 - o Repaso general del reporte SARC año escolar 2019-2020:
 - Las secciones incluyen descripción escolar, declaración de misión del Distrito, datos; # de maestros acreditados, todo maestro acreditado e impartiendo clases en las áreas para las cuales fueron acreditados, lista de libros de texto, responsabilidad según la Ley Williams, condiciones de las instalaciones escolares y planificación para mejoramiento, calificación buena y razonable, resultados de exámenes estatales para el año escolar 2018-2019, participación estudiantil, plan escolar condensado, promedios y tamaño de clases, salarios de maestros y administradores en comparación con el estado.

- LCAP
 - Presentación por video de la Dra. Devor
 - Justas del Distrito abiertas al público
 - Plan de 3 años
 - Determinar necesidades, priorizar metas, identificar acciones y servicios,
 - 8 Prioridades:
 - Servicios básicos en escuelas
 - Implementación de Estándares Académicos Estatales
 - Participación familiar
 - Rendimiento estudiantil
 - Participación estudiantil
 - Acceso a cursos
 - Ambiente escolar
 - Otros resultados estudiantiles
 - Metas:
 - Condiciones de aprendizaje
 - Resultados estudiantiles
 - Participación
 - Tablero escolar de California
 - Puntuaciones: suspensiones, asistencia escolar, resultados estudiantiles
 - Calificación por color: rojo más bajo, el azul es la más alta
 - Ver mejoramiento
 - Foothill estaba en rojo, pero está mejorando
 - CDE.gov
 - Resultados
 - Asistir a las juntas y dar sugerencias (12/9, 2/17/, 4/21)
 - Intercambio de ideas

3. Reportes de comités de padres

a. Reporte de ELAC por Melissa Astudillo

- Únicamente asistieron la Sra. Palomares, Sra. Jaramillo, Sra. Astudillo. No se pudo completar nada. Distrito – se solicitaron nuevas elecciones. No junta en diciembre. Ahora en ELAC los puestos se cubren por medio de elecciones.
- Junta DELAC – 20 de octubre: Presentó Wells MS. Reconocimiento de padres y alumnos, palabras de aliento para ellos, valores escolares, rigor, relevancia, pirámide de interacciones, enfoque en los alumnos, demografía, maestros (su status EL), enfoque en identidad estudiantil, nacionalidad, conciencia cultural, cultura (temporal), clubes, apoyos, instrucción/traducción simultánea
Puntos destacados: Encender el micrófono, desarrollo profesional, (Experiencias en la vida de los alumnos), Todos son bienvenidos, 3 Rs, reconocimiento a padres voluntarios, conciencia cultural superficial y a profundidad, la directora Ribaudo Compartió cómo se prepara para hablar con los alumnos EL, Presentación sobre descripción general del presupuesto con Dusty Nevatt,

Continuidad de asistencia escolar y aprendizaje, las faltas escolares afectan al presupuesto.

b. Reporte de ATP por Marisela Recendez

- o Participación familiar – actividades familiares proporcionadas por la Sra. Creacy y la Sra. Prady. Sugerencias de los padres en cuanto a inundación de la zona, Jim Perry asistirá a la Junta de café con la directora para dialogar.

c. Reporte PAC por Melissa Astudillo

- o igual al de DELAC

4. Reportes de programas

a.

5. Reporte de la directora por Marisela Recendez

- a. Oficina escolar cerrada para limitar el número de personas en el plantel – precaución. No es un cierre total. No entrega de materiales. Los maestros trabajan desde casa. La oficina escolar toma turnos para que trabajen únicamente dos personas en la escuela. Las llamadas telefónicas se transmiten a personal. Oficina cerrada a menos que se tenga cita.

IV. Sesión de audiencia/comentarios públicos

- 1. ninguno

V. Clausura: asunto de acción

- 1. Se propuso/secundó la moción para aprobar (Trujillo /Palomares 7/0/0)
- 2. La Junta clausuró a las 3:12 pm

La próxima Junta del Concilio Escolar está programada para el 7 de enero 2021



ALVORD UNIFIED SCHOOL DISTRICT
Foothill Elementary School

School Site Council

Monday, December 7, 2020

2:00 p.m. Zoom

AGENDA

- I. Introductory Procedures
 1. Call to Order
 2. Establishment of Quorum
 3. Pledge of Allegiance
 4. Welcome and Introductions
- II. Action Items
 1. Minutes of Meeting held November 5, 2020
 2. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 3. Approve bylaws amendment
 4. Approve Comprehensive School Safety Plan
- III. Discussion/Information
 1. Budget Reports
 2. Training Topics:
 - Current School Accountability Report Card
 - LCAP
 3. SPSA Report and Input 21-22
 4. Parent Committee Reports
 - a. ELAC Report
 - b. ATP Report
 - c. PAC Report
 5. Program Reports
 6. Principal's Report
- IV. Hearing Session/Public Comments
- V. Adjournment: Action Item

The next School Site Council meeting is scheduled for January 7, 2021



DISTRITO ESCOLAR UNIFICADO ALVORD

Escuela Primaria Foothill

Concilio Escolar

lunes, 7 de diciembre del 2020

2:00 p.m. Zoom

AGENDA

- I. Procedimientos de Introducción
 1. Llamar al orden
 2. Establecer el Quórum
 3. Juramento a la bandera
 4. Bienvenida e introducción de miembros de SSC
- II. Asuntos de Acción
 1. Aprobación los Minutas de la reunión del 5 de noviembre 2020
 2. Solicitudes de Gastos Propuestos de los fondos categóricos (TI, LCFF-LI, LCFF-EL)
 3. Aprobación de cambio de bylaws
 4. Aprobar el plan integral de seguridad escolar
- III. Diálogo/Información
 1. Reportes del Presupuesto
 2. Entrenamiento:
 - Informe de responsabilidad escolar actual
 - LCAP
 3. Reporte de SPSA 21-22
 4. Reportes de los comités de padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
 5. Reporte de Programas
 6. Reporte de la Directora
- IV. Sesión de Audiencia/Comentarios del Público
- V. Clausura: Asunto de Acción

La próxima reunión del Concilio Escolar está programada para el 7 de enero del 2021

AB 1747

Comprehensive School Safety Plan

La Granada Elementary School

10346 Keller Ave., Riverside CA
(951) 358-1615

Table of Contents

Introduction.....	4
Continuity of Operations (COOP)	5
Guidelines for Plan Development.....	7
School Safety Committee	9
School Crime Assessment.....	10
Child Abuse Reporting and Prevention.....	13
Suspension and Expulsion and Due Process	17
Staff Notification of Dangerous Students	25
Campus Safety	26
School Discipline.....	29
Sexual Harassment Policy	34
Discrimination and Other Harassment Policy.....	35
Dress Code Policy	41
Drug Free Expectations.....	45
Parent Involvement Strategies	48
Collaboration Strategies	49
Prevention and Intervention Strategies	50
Procedures for Safe Ingress and Egress.....	52
Emergency Evacuation Routes and Procedures	53
Reunification	58
Emergency and Disaster Response Procedures.....	59
Earthquake	59
Fire.....	61
Power Outage / Rolling Blackouts	61
Communication	62
Security Alert	62
Lockout	63
Lockdown	63
Lockdown: Active shooter	65
Shelter-in-Place	67
Bomb Threat.....	68
Intruder on Campus.....	68
Hostage Situation	69
Poisoning, Chemical Spills, Hazardous Substances, Severe Weather	69
Hazardous Substances.....	70
Severe Weather	70

Drills.....	72
Medical Emergencies.....	73
Mass Casualty	76
Order of Succession	77
Incident Command Center	78
Emergency Operations Center – Team Assignments	79
Buddy Roster	80
Appendix – Incident Commander.....	82
Appendix – Safety Officer	84
Appendix – Public Information Officer (PIO)	85
Appendix – Liaison Officer	87
Appendix – Operations Chief.....	88
Appendix – Facility Check / Security.....	89
Appendix – Search and Rescue Team Leader	90
Appendix – Search and Rescue Teams	91
Appendix – Medical Team Leader	92
Appendix – Medical Team	94
Appendix – Medical Branch Morgue	95
Appendix – Student Care	96
Appendix – Student Release.....	97
Appendix – Planning / Intelligence Chief.....	99
Appendix – Documentation.....	100
Appendix – Situation Analysis	101
Appendix – Logistics	102
Appendix – Supplies / Facilities	103
Appendix – Personnel / Staffing	104
Appendix – Communications.....	105
Appendix – Finance / Administration	107
Appendix – Timekeeping	108
Appendix – Purchasing	109

Introduction

It is the policy of the Alvord Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board believes that a beginning step toward safer schools is the development of a comprehensive safety plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (California Education Code §35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment; and
3. Developing each student's resiliency skills.

The School Site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to DTS by December 2020, approved by the School Site Council by January 2021, and submitted to the Board for approval by March 1, 2021.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

The document is designed as a living document to be updated as necessary to meet site, district and community needs, forms, or requirements.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Continuity of Operations (COOP)

The U.S. Department of Education views a COOP as a program that ensures continued performance of essential functions across a full range of potential emergencies be they natural or man-made when a significant interruption of educational services occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- ☐ Emergency delegation of authority and an orderly line of succession, as necessary
- ☐ Safekeeping of essential personnel, resources, facilities, and vital records
- ☐ Emergency acquisition of resources necessary for business resumption
- ☐ The capability to perform critical functions remotely until resumption of normal operations

A school district's COOP plan should allow for its implementation anytime, with or without warning, during normal or after hours operations; provides full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption 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	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

In relation to the crime/community data, La Granada had the following reports:

- Disciplinary Data: There were 12 suspensions in the 2019-2020 school year.
- Attendance Rate: Out of 603 students, La Granada had 66.34% of students absent less than 5% of the school year, 24.88% of students absent greater than or equal to 5% and less than 10% of the school year, 9.78% of students absent greater than or equal to 10% and less than 20% of the school year, and 1% absent greater than or equal to 20% of the school year.
- Property Damage Reports: There were 7 vandalism incidents reported in the 2019-2020 school year. All reports were due to graffiti.

- State, District or Site Surveys: The state of California administers the California Healthy Kids Survey (CHKS) every other year. The last year that the CHKS was administered was in 2018-2019. The results regarding to crime assessment are stated below.
- Students, Parents and Staff Perceptions of School Safety

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The following responses based on the California Healthy Kids Survey (CHKS), address students', parents', and staff's perceptions of school safety:

Students:

According to the California Healthy Kids Survey (CHKS) that 32% of 5th grade students took in the 2018-2019 school year, more girls feel more engaged at school, but more boys feel there are more school supports. Less girls feel the facilities are kept clean. More girls scored higher on School Safety. Girls responded higher to name calling, rumors being spread, or being hit or pushed.

Parents:

According to the California Healthy Kids Survey (CHKS) that 30 parents took in the 2018-2019 school year, 90% of them were Hispanic/Latino. There was 33% that were kindergarten parents and 2nd-5th grade parents were in the range of 13-17%. The two lowest indicators were Parental Involvement at School with 40% of parents answering that they were involved and School Provides Quality Programs for My Child's Talents, Gifts, or Special Needs with 63% of parents agreeing. The two highest indicators were School Motivates Students to Learn 97% of parents agreeing and Parents feel welcome to participate at this school with 97% of parents agreeing.

Staff:

According to the California Healthy Kids Survey (CHKS) that 17 staff members took in the 2018-2019 school year, 53% have been employed for six or more years. The two lowest indicators were Promotes Staff Trust and Collegiality with 57% of staff that agreed and Supportive and Inviting Place to Work with 63% of parents agreeing. The two highest indicators were School Uses Objective Data in Decision Making with 100% of staff members agreeing and School Provides Adequate Access to Technology with 100% of staff agreeing. There weren't any indicators that were outliers regarding crime and safety.

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.

La Granada Elementary School

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 La Granada Elementary School. All students will have the choice of wearing a school approved uniform, or an appropriate alternative. The use of uniforms is requested, but compliance with our dress code is mandatory. 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 La Granada 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, the following uniform is requested:

Uniform for Girls:

? A plain shirt, blouse, sweater with a collar and sleeves in the uniform colors of white, red, navy blue or baby blue. We allow plain t-shirts in the colors listed above. The garment must cover the midriff when arms are raised and should not be unbuttoned below the sternum.

? Skirts, pair of 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.

? Students may wear their La Granada t-shirt and any college t-shirt on any day of the week as part of the uniform. Specifically, Tuesdays are the day for students to wear their college t-shirts and Fridays are the day to wear red La Granada t-shirts.

? Shoes must have an enclosed toe and heel.

Uniform for Boys:

? A plain shirt or sweater with a collar and sleeves of appropriate size in the uniform colors of white, red, navy blue or baby blue. We allow plain t-shirts in the colors listed above as well.

? Pair of pants, dark jeans and shorts of appropriate waist size, worn at the waist is approved uniform attire. Pants may be navy, black or khaki.

? Students may wear their La Granada t-shirt and any college t-shirt on any day of the week as part of the uniform. Specifically, Tuesdays are the day for students to wear their college t-shirts and Fridays are the day to wear red La Granada t-shirts.

? Shoes must have an enclosed toe and heel.

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 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 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, hairnets 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 (including at Halftime)

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

Every Tuesday is College Day at La Granada. Your child may wear a college shirt to school! Every Wednesday is AVID DAY. Every Friday is a school spirit day. We encourage all La Granada Lions to wear their red La Granada shirts. As stated above, we now allow students to wear La Granada t-shirts and college t-shirts everyday as part of the uniform policy.

DRESS UP DAYS

From time to time we have La Granada Dress up days. We will send home a notice advising students what they can wear on these fun dress-up 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:

La Granada uses the following parent involvement strategies to support and reinforce school rules:

- Parents are provided with a student/parent handbook annually. School rules are stated and documentation is provided with data confirmation.
- As a Title I school, a Title I compact is also given to each student/parent/teacher to reinforce school rules. The compact is embedded in our data confirmation for re-enrollment each year.
- Back to School Night is another venue where all stakeholders come together to review school rules and expectations.
- All students attend a discipline assembly at the start of every school year. In addition, our school staff has PBIS rotations in which students are trained for 5-10 minutes by a staff member on expected behavior in different areas of our campus. Staff members review our PBIS matrix with students.
- School PBIS matrices are also shared at parent meetings such as ELAC, SSC, Coffee with the Principal, and PTA.
- A PBIS matrix for the home on expected behavior at home was developed at our ELAC meeting and that is also reviewed with parents.
- Interpreting and translation services will be provided to non-English speaking parents to support them in effectively understanding and participating in school meetings, events, workshops, and conferences.
- Teachers and parents also participate in Parent Engagement meetings to analyze and evaluate the effectiveness of our parent engagement program; plan and coordinate parent involvement events and activities; and promote parental involvement at school and parental instructional support at home.
- Parent University courses will be provided to parents to model importance and benefits of life-long learning.
- Staff will provide families with further information through bulletins, newsletters, email, text, ClassDojo, and other messaging applications on how to support and improve student learning, behavior, and emotional health at home.

Collaboration Strategies

The following strategies are used to develop relationships and collaborate and partner with organizations and community to prevent violence and crime:

La Granada uses the following strategies to develop relationships, collaborate and partner with organizations and community to prevent violence and crime:

A safety meeting was attended by the principal to ask questions of the fire department, school resource officer, and student services to ask and answer questions relating to La Granada's safety plan. Administration also keeps in contact with our city councilman to discuss community concerns. In addition, SSC reviews and develops the Comprehensive School Safety Plan for the school.

All vandalism and crime are reported to local authorities and the school district. All vandalism is documented into the work order system within our district. Vandalism reports are generated and stated the hours and the expenditures needed to resolve the issues.

Attendance and discipline data is shared and reviewed with parent groups and bimonthly contact with parents of students that are chronically or severely chronically absent is used to ensure students are in school. Home visits to check-in on students with attendance issues are done regularly with administration, the counselor, and school resource officer.

Staff also analyzes attendance and discipline data during meetings to improve and re-evaluate strategies that would support improving attendance and behavior.

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:

All students attend a discipline assembly at the start of every school year. In addition, our school staff has PBIS rotations in which students are trained for 5-10 minutes by a staff member on expected behavior in different areas of our campus. Staff members review our PBIS matrix with students. School PBIS matrices are also shared at parent meetings such as ELAC, SSC, Coffee with the Principal, and PTA. A PBIS matrix for the home on expected behavior at home was developed at our ELAC meeting and that is also reviewed with parents. Students earn "Caught Being Good" tickets for following school rules. A raffle is held every Friday in each classroom and students go to the office to pick a prize if their name was called. Students also earn "Lion Bucks" as currency for prizes at the end of the month. PTA opens the student store for students to buy prizes with their Lion Bucks. Positive behavior is encourage through these incentives.

Staff and students will participate in Red Ribbon Week activities to promote alcohol, tobacco, and other drug and violence prevention awareness. Students will be provided rewards and incentives for participating. Staff will organize Anti-Bullying Week activities to raise awareness and educate students and parents on how to address bullying. Coordination of Services Team (COST) and Student Success Team (SST) meetings will be held to build upon student strengths and develop action plans to address academic and/or behavioral concerns. La Granada will also provide school apparel to staff members to make them easily identifiable and create a safe environment for students.

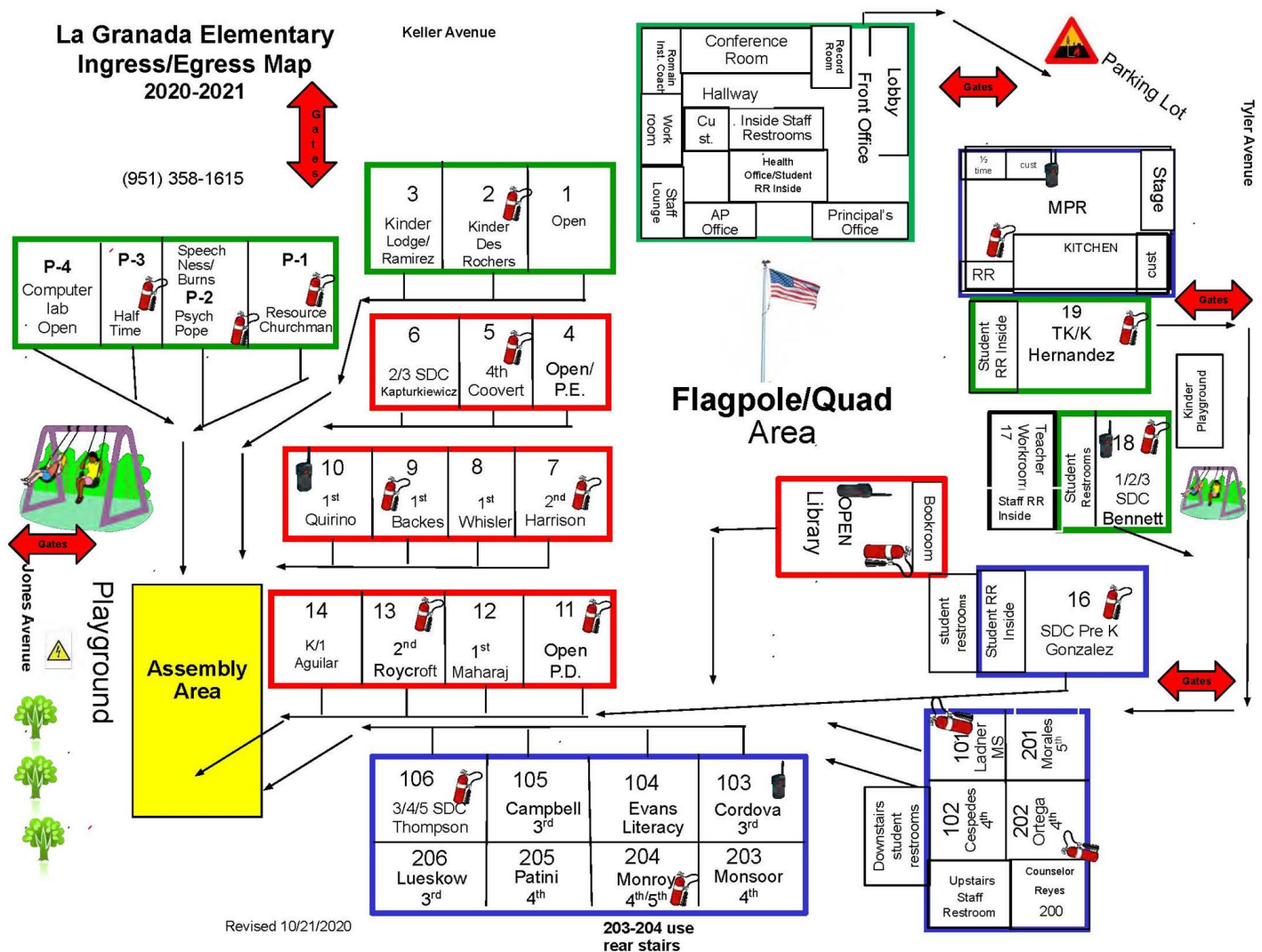
All staff received training on suicide prevention. The training discussed how to recognize the warning signs and who and how to respond. The school counselor uses Second Step curriculum as well as additional resources to promote the mental, emotional, and social health and well-being of all of our students. Students receive counselor lessons on a monthly basis at minimum.

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:

The staff is trained annually on the emergency plan during the beginning of the school year staff meeting. Disaster preparedness information is communicated with staff and students. Safety drills, such as fire drills, earthquake drills, and lock-down drills, will occur on a monthly basis. The School Site Council serves as the School Safety Committee to review emergency disaster plans and ensure readiness.

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.

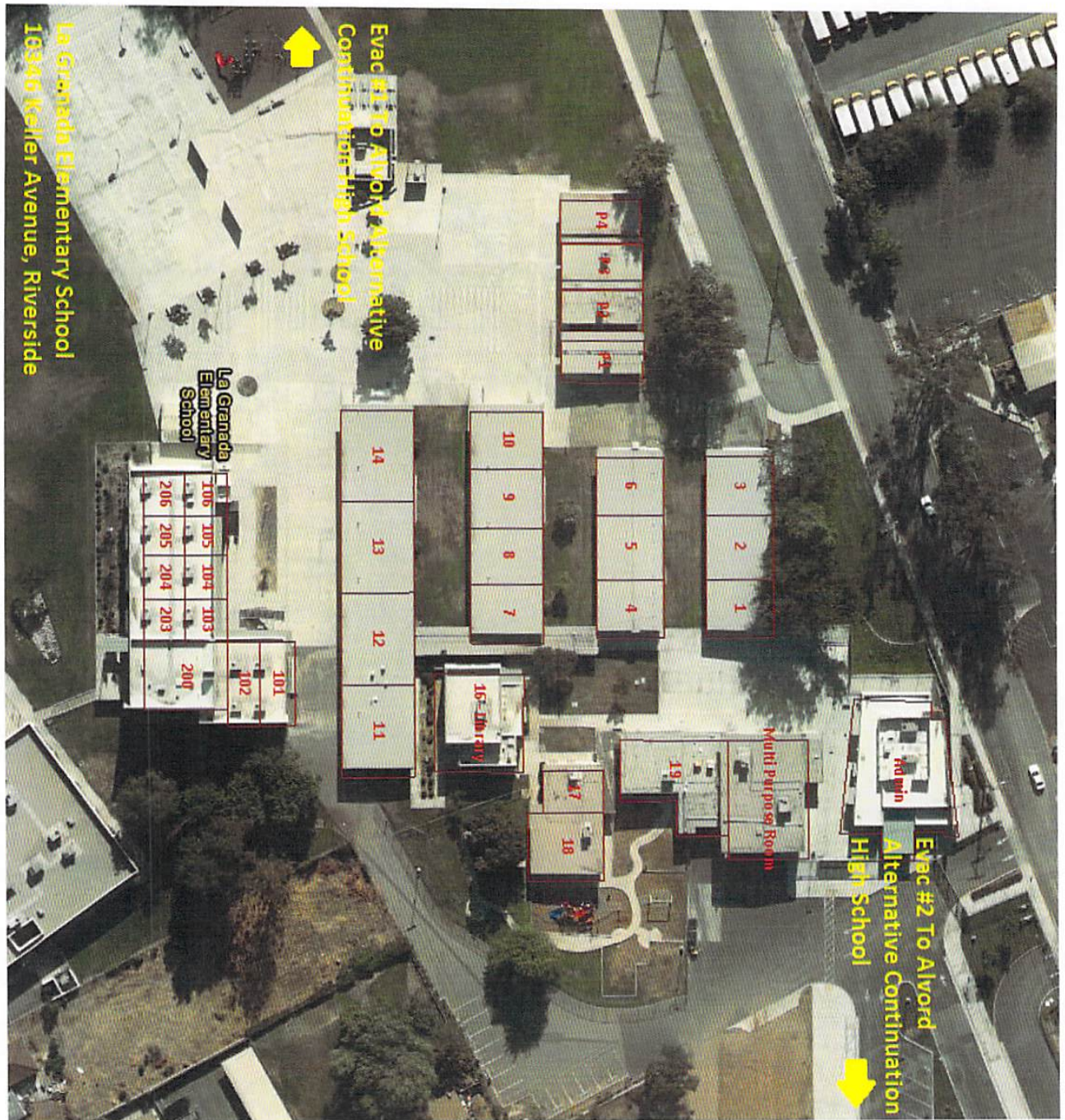
(951) 358-1615

The map illustrates the Flagpole/Quad Area, showing the layout of several buildings and their connections. Key features include:

- Buildings and Rooms:**
 - Top Building (Green Border):** Conference Room, Hallway, Lobby, Front Office, Record Room, Restroom, Inside Staff Restrooms, Health Office/Student RR Inside, AP Office, Principal's Office, Staff Lounge, Work room, Restroom, and Inside Coat.
 - MPR Building (Blue Border):** MPR, Kitchen, RR, Stage, and Custody.
 - 19 TK/K Hernandez (Green Border):** Student RR Inside and RR.
 - Teacher Workroom 17 (Green Border):** Teacher Workroom, Staff RR Inside, and Student Restrooms.
 - 18 1/2/3 SDC Bennett (Green Border):** Student Restrooms and RR.
 - 16 SDC Pre K Gonzalez (Blue Border):** Student RR Inside and RR.
 - Library (Red Border):** Library (marked OPEN) and Bookroom.
 - Bottom Left Building (Blue Border):** 104 Evans Literacy, 103 Cordova 3rd, 204 Monroy 4th/5th, and 203 Monsoor 4th.
 - Bottom Right Building (Blue Border):** 101 Lachner MS, 201 Morales 5th, 102 Cespedes 4th, 202 Ortega 4th, Upstairs Staff Restroom, and Counselor Reyes 200.
- Exits and Emergency Routes:**
 - Top Exit:** Leads to a Parking Lot (marked with a fire triangle icon) and Tyler Avenue.
 - Left Exit:** Leads to the Flagpole/Quad Area (marked with a flag icon).
 - Right Exit:** Leads to a Kinder Playground (marked with a swing set icon).
 - Bottom Exit:** Leads to a Downstairs student restrooms area.
- Other Features:**
 - Flagpole/Quad Area:** Marked with a flag icon.
 - Emergency Icons:** Fire triangle, fire extinguisher, and fire alarm pull station.

Revised 10/21/2020

203-204 use rear stairs



Reunification

It is the responsibility of school personnel to assure the reunification of students with their parents/guardians or authorized adult through separate request and release gates. The student release process may be supported by student runners. Refer all requests for information to the Public Information Officer (PIO).

- ☐ Check with Operations Chief for assignment to Request Gate or Release Gate
- ☐ Obtain necessary equipment and forms from Logistics
- ☐ Secure area against unauthorized access.
 - Mark gates with signs.
- ☐ Set up Request Gate at the main student access gate.
 - Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside the fence at Request Gate.
 - Have enough Student Release Forms for every student
 - Assign volunteers to assist.
- ☐ Set up Release Gate some distance from Request Gate.

Follow procedures outlined below to ensure the safe reunification of students with the parents/guardians or authorized adult:

- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ Staff files the Emergency Card in the "out box."
- ☐ Runner takes form to the designated classroom evacuation site.
- ☐ If a parent refuses to wait in line, do not argue
- ☐ Note the time with appropriate comments on the Emergency Card and place in "out box."

If student is WITH class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "Sent with Runner"
- ☐ If appropriate, teacher sends parent copy of First Aid Form with runner
- ☐ Runner walks student(s) to Release Gate
- ☐ Runner hands paperwork to release personnel
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.
 - Parents are given the Notice of First Aid Care Given, if applicable

If student is NOT with class:

- ☐ Teacher makes appropriate notation on Student Release Form:
 - "Absent" if the student was never at school that day
- ☐ "First-Aid" if student is in Medical Treatment Area
- ☐ "Missing" if student was in school, but now cannot be located
- ☐ Runner takes Student Release Form to Command Post (CP)
- ☐ CP verifies student location if known and directs runner accordingly
- ☐ Parent should be notified of missing student status by a staff member and escorted to crisis counselor
- ☐ If student is in First Aid, parent should be escorted to Medical Treatment Area
- ☐ If student was marked absent, parent will be notified by staff member

Closing Down:

- ☐ At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- ☐ Complete all paperwork and turn into the Documentation Unit

Emergency and Disaster Response Procedures

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (California Education Code §32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (California Education Code §32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. **DROP** to the ground.
 - b. **COVER** the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. **HOLD** onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take attendance, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

- 1. The Principal or Designee will:**
 - o Order an evacuation if the fire alarm doesn't work
 - o Call 911
 - o Notify the Superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
6. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the Fire Department by calling 911.
3. Notify the Superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

There are several stages of alerts that are being broadcast over the radio:

- **STAGE 1 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- **STAGE 2 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a **STAGE 3 EMERGENCY**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- ☐ Contact Maintenance and Operations immediately if your site is experiencing a blackout.
- ☐ Phones that require power from an electrical outlet will not work. Communication to the district office will need to be done by radio or cell phone.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ **DO NOT USE** candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Communication

Email Communication

- ☐ Communications with district crisis personnel is typically via email using the crisis email list for notifications whenever a call is place to request an ambulance, police officer, or fire department
- ☐ Crisis email lists are also used to notify district crisis personnel whenever a lockdown has been initiated for ANY reason
- ☐ The crisis email list only notifies district crisis personnel; it DOES NOT summon public safety officials for you
- ☐ After a call to 911 has been placed or a lockdown has been initiated, send the appropriate crisis email.
 - Do not wait until the situation has been resolved
 - The purpose of the crisis email is to alert certain staff members, alert the assigned school resource officers, and place district resources at your disposal should the need arise

Crisis Email Lists

The crisis email lists are:

- ☐ **Crisis – Ambulance:** To be used when a 911 call has been made to request an ambulance
- ☐ **Crisis – Fire:** To be used when a 911 calls has been made to the Fire Department
- ☐ **Crisis – Lockdown:** To be used when a site has initiated lockdown procedures for ANY reason
- ☐ **Crisis – Police:** To be used when a 911 call has been made for Police assistance

Security Alert

Purpose: The protocol will be followed if an event requires heightened security measures and/or greater presence of staff while still being at a lower level than a Lockout. The Security Alert protocol will allow for the teaching day to continue without disruption but allow for greater awareness of potential threats. School will dismiss at normal times and students may be checked in and out by parents and guardians. The Security Alert protocol can be initiated by the police department, the fire department, the school district or by the individual school site.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take attendance and report any missing students and their location to the office.
4. Do not allow students to leave the room until the **ALL CLEAR** signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until **ALL CLEAR** is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: **"We are in lockdown, please secure your rooms."** This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- ☐ Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest

- ☐ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Designate assigned individual to lock all doors leading into administration building.
- ☐ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- ☐ Contact school resource officer or other security personnel and provide available information.
- ☐ When able, alert Superintendent's office.
- ☐ RPD SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in Student Services and with Administrative Services. Officers, as well as, their Lieutenant and Watch Commander have an aerial map of each school. RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- ☐ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- ☐ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ☐ Meet law enforcement at Incident Command Post.
- ☐ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ☐ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ☐ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
- ☐ Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ☐ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ☐ Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ☐ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ☐ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available

channels of communication are disabled and the injury is life- threatening, slide Red Cross placard (found in the emergency packet) under the door.

- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- ☐ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- ☐ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ☐ Do **not** chase students that run. Let them go.
- ☐ Do **not** go into rooms that cannot be secured and offer no way out.
- ☐ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- ☐ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- ☐ Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- ☐ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- ☐ If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- ☐ If safe to do so, take attendance and document on appropriate form.
- ☐ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- ☐ Gather students together and organize into an orderly formation.
- ☐ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- ☐ Follow pre-arranged evacuation route to evacuation location.
- ☐ Upon arrival at the pre-arranged location, take attendance.
- ☐ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- ☐ Through drills and training, pre-determine and practice where staff can safely hide.
- ☐ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- ☐ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

If the active shooter is nearby:

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- ☐ Remain calm, and follow officers' instructions.
- ☐ Put down any items in your hands (i.e., bags, jackets).
- ☐ Immediately raise hands and spread fingers. Keep hands visible at all times.
- ☐ Avoid making quick movements toward officers such as holding on to them for safety.
- ☐ Avoid pointing, screaming and/or yelling.
- ☐ Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- ☐ Location of the active shooter
- ☐ Number of shooters, if more than one
- ☐ Physical description of shooter(s)
- ☐ Number and type of weapons held by the shooter(s)
- ☐ Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

Shelter-in-Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter-in-Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- ☐ Attempt to gain as much information as possible when the threat is received.
- ☐ Do not hang up on the caller.
- ☐ Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- ☐ Call 911.
- ☐ Notify Superintendent's Office
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification. Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.

- ☐ If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- ☐ If and when possible, call Administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and personnel.
- ☐ Determine whether to initiate Shelter-in-Place Protocol.
- ☐ Secure the area (block points of entry).
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent and Administrative Services **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call Maintenance and Operations and/or Administrative Services. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- ☐ Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- ☐ Close windows and blinds. Move everyone away from windows.
- ☐ Take attendance. List any missing students or staff members and their possible locations.
- ☐ Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- ☐ Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound

decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as Very High or Dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "High" (80°-98°), the following precautions should be observed:

- ☐ Students and staff shall be encouraged to wear light clothing
- ☐ Students and staff physical activity, both indoors and outdoors shall be limited
- ☐ Students and staff shall be encouraged to remain in areas protected from the sun
- ☐ Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the school are notified of a smoke alert, either by AQMD or the City of Riverside or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- ☐ **Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- ☐ **Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- ☐ **1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- ☐ **Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- ☐ **DROP** down on the floor.
- ☐ Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ **HOLD** onto the furniture and be prepared to move with it.
- ☐ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the **S.T.A.R.T.** (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

S.T.A.R.T Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- ☐ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ☐ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ☐ If absent, open airway to see if breathing begins
- ☐ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ☐ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ☐ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ☐ Use the capillary refill test and check radial (wrist) pulse
- ☐ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ☐ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ☐ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ☐ Use simple commands/tasks to assess
- ☐ If patient cannot follow simple commands, tag **RED**
- ☐ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**. This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Automated External Defibrillator (AED)

The three comprehensive high school sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

N/A

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The Principal/Designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the Principal/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Principal/Designee.

The Superintendent/Designee will act as the official spokesperson for the District in an emergency situation. As such, all inquiries must be directed to the Superintendent/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its Site Disaster/Emergency Preparedness Map a pre-established Media Reporting Check-In location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

Order of Succession

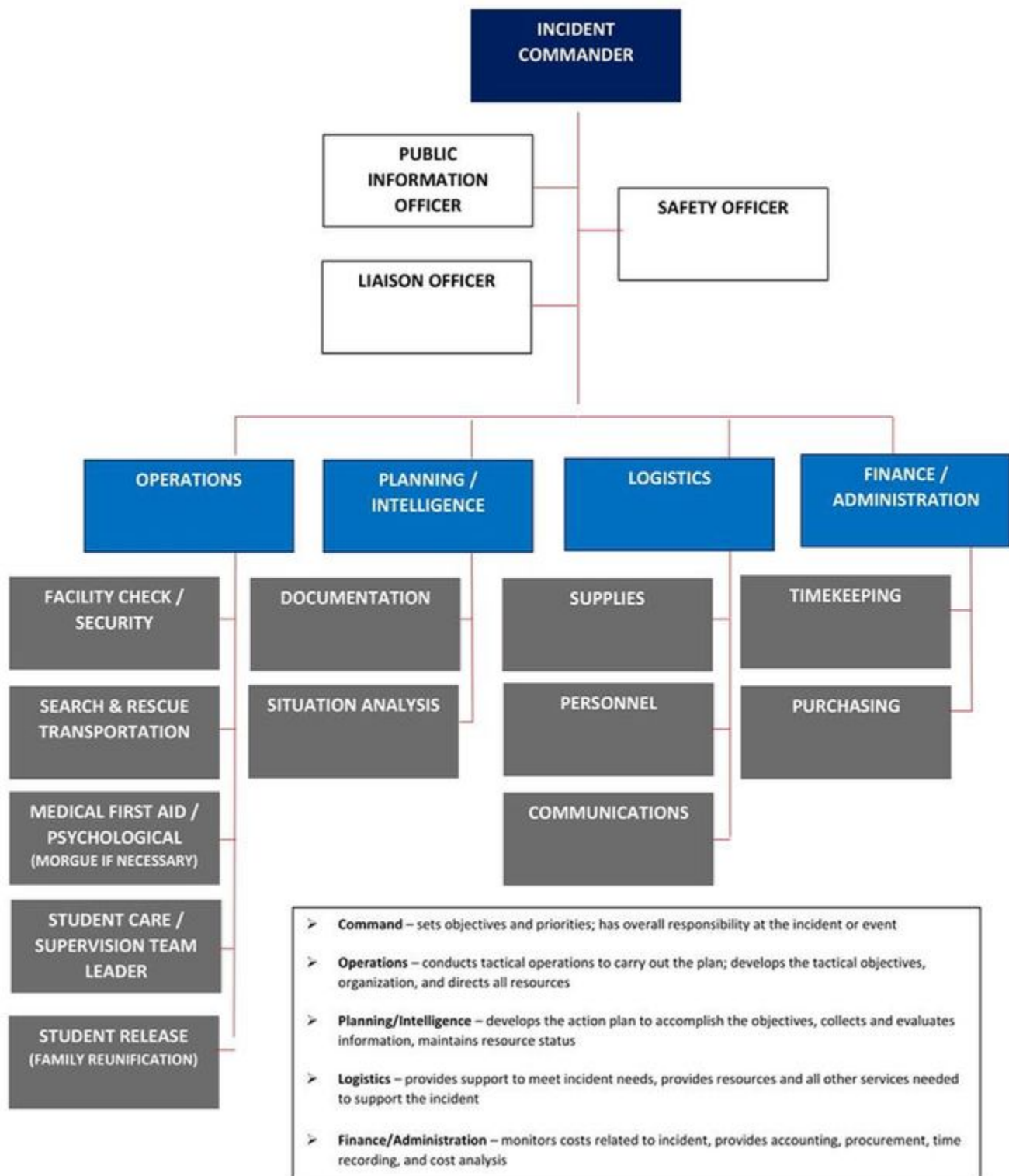
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Rosa Gomez
2. Administrative Designee – Angela Gallardo-Hopkins
3. Administrative Designee/Other – Melissa Reyes
4. Administrative Designee/Other – Amy Bennett

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 – Rosa Gomez

Incident Commander – Rosa Gomez

Safety Officer – Francisco Rojas

Liaison Officer – Luisa Quintana

Public Information Officer – Imelda Lemon

OPERATIONS

Operations Chief – Rosa Gomez

Facility Check / Security Lead – Francisco Rojas

Search and Rescue Team / Transportation Lead – Don Thompson, Suzanna Aguilar, Donna Roycroft

(Team members assigned as needed for search and rescue and transportation to First Aid)

Medical First Aid / Psychologist Team Lead – Martha Monsoor, Regan Pope, Vivian Moyer, Marsha Churchman, Aurora Ruiz

(Other site personnel will be added to this team depending on need)

Student Care / Supervision Lead – Amy Bennett, Virginia Evans

(Teachers and paraeducators start on this team until staff and student accountability is complete or unless otherwise assigned)

Student Release Team Lead – Imelda Lemon, Luisa Quintana, Gina Maharaj

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Rosa Gomez

Documentation – Imelda Lemon, Rosa Gomez

(Additional staff as needed for documentation and/or runners)

Situation Analysis – Rosa Gomez, Francisco Rojas, Imelda Lemon

LOGISTICS

Logistics Chief – Rosa Gomez

Supplies Lead – Angela Gallardo-Hopkins

Personnel – Marsha Churchman

Communications – Hilary Ness, Imelda Lemon

(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 – Rosa Gomez

Timekeeping – Imelda Lemon, Luisa Quintana

Purchasing – Imelda Lemon

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:
Julie Des Rochers, Room 2	Tiffany Lodge/Karina Ramirez, Room 3
Jessica Coovert, Room 5	Summer Kapturkiewicz/Aurora Ruiz, Room 6
Deborah Harrison, Room 7	Melissa Whisler, Room 8
Vicky Backes, Room 9	Carolyn Quirino, Room 10
Gina Maharaj, Room 12	Donna Roycroft, room 13 & Suzanna Aguilar, Room 14
Amy Bennett/ Gina Turano/Cypress Calderon, Room 18	Rhonda Hernandez, Room 19
Marsha Churchman/Irene Miranda, Room P1	Hilary Ness and Regan Pope, Room P2
PTA/ASP- Raymond Velasquez, Room P3	Computer Lab, Room P4
Oghwa Ladner, Room 101	Rosa Gonzalez/Jessica Savage, Room 16 and Jaqueline Cespedes, Room 102 & Susan Sanchez, Library Assistant
Kristy Cordova, Room 103	Virginia Evans, Room 104
Julie Campbell, Room 105	Don Thompson/Noelia Larin, Room 106
Melony Morales, Room 201 & Melissa Reyes, Counselor	Linda Ortega, Room 202 & Martha Monsoor, Room 203
Dora Patini, Room 205	Rafael Monroy, Room 204 & Erika Cruz, Room 206
Rosa Gomez, Principal	Imelda Lemon, Secretary
Angela Gallardo-Hopkins, Instructional Coach	Luisa Quintana, Clerk & Vivian Moyer, Health
Francisco Rojas/Bryan Brown, Custodians	Xochilt Mendez/ Brandee Guzman/ Adrian Cortez, Campus Supervisors & Cindy Arvidson/Azucena Tellez, Food Service
Gloria Rodriguez/Veronica Leyva/Maribel Loustau, Bilingual Instructional Assistant	Classrooms as assigned

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

(951) 358-1615

The floor plan is divided into several sections:

- Top Section:** Conference Room, Hallway, Lobby, Front Office, Record Room, Restrooms, AP Office, Principal's Office.
- Right Section:** Parking Lot, Tyler Avenue.
- Center Section:** Flagpole/Quad Area.
- Bottom Section:** Library, Bookroom, TK/K Hernandez, Teacher Workroom, Student Restrooms, SDC Bennett, SDC Pre K Gonzalez, 101 Ladrner MS, 201 Morales 5th, 102 Cespedes 4th, 202 Ortega 4th, 104 Evans Literacy, 103 Cordova 3rd, 204 Monroy 4th/5th, 203 Monsoor 4th.

Emergency exits are marked with arrows pointing to the Parking Lot, Tyler Avenue, and the Playground.

Revised 10/21/2020

203-204 use rear stairs

Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus

- **Assess type and scope of emergency**
- **Determine threat to human life and structures**
- **Implement emergency/disaster plan and hazard specific procedures**
- **Develop and communicate an incident action plan with objectives and a time frame to meet those objectives**
- **Activate functions (assign positions) as needed**
 - Fill in Incident Command Structure (ICS) organizational chart
 - Appoint back-up or an alternate IC
- **Continue to monitor and assess total school situation:**
 - View site map periodically for Search & Rescue progress and damage assessment information
 - Check with Section Chiefs for periodic updates
 - Reassign personnel as needed
- **Report (through Communications) to District Office on status of students, staff, campus as needed (Site Status Report)**
- **Develop and communicate revised incident action plans as needed**
- **Begin student release when appropriate**
 - No student should be released until student accounting is complete
 - Never send students home before the end of the regular school day unless directed by the Superintendent except individuals on request of parent/guardian
- **Authorize release of information**
- **Utilize your back-up IC: plan and take regular breaks 5-10 minutes/hour away from the CP**
- **Plan regular breaks for all staff and volunteers**
- **Release teachers as appropriate per District guidelines**
 - By law, during a disaster, teachers become “Disaster Service Workers”
- **Remain on and in charge of your campus until redirected or released by the Superintendent of designee**

Closing Down:

- **Authorize deactivation of sections, branches, or units when they are no longer required**
- **At the direction of the Superintendent or designee, deactivate the entire emergency response**
 - If Fire Department or other outside agency call an “ALL CLEAR,” contact the District before taking any further action
- **Ensure that any open actions not yet completed will be taken care of after deactivation**
- **Ensure the return of all equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit
- **Proclaim termination of the emergency and proceed with recovery operations as necessary**

Command Post Equipment / Supplies:

- Campus map

- ALL job descriptions on a clipboard
- Master keys
- Staff and student rosters
- School district radio (Emergency radio)
- Disaster response forms
- Campus 2-way radios
- Emergency / disaster plan
- AM / FM radio (battery)
- Bullhorn
- Tables and chairs (if CP is outdoors)

Section: Command

SAFETY OFFICER

The Safety Officer ensure that all activities are conducted in as safe a manner as possible under the circumstances which exist.

- **Check in with Incident Commander for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log**
 - o Maintain all required records and documentation to support the history of the emergency or disaster
 - o Document:
- **Messages received**
- **Action taken**
- **Decision justification and documentation; Requests filled**
- **Monitor drills, exercises, and emergency response activities for safety**
- **Identify and mitigate safety hazards and situations**
- **Stop or modify all unsafe operations**
- **Ensure that responders use appropriate safety equipment**
- **Think ahead and anticipate situations and problems before they occur**
- **Anticipate situation changes, such as severe aftershocks, in all planning**
- **Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions**

Closing Down:

- **When authorized by the IC, deactivate the unit and close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit
- **Return equipment and reusable supplies to Logistics**

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

The public has the right and need to know important information related to emergencies/disasters at the school site as soon as it is available.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, they will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

New conferences and press releases must be approved by the District PIO before release.

- **Determine a possible “news center” site as a media reception area**
 - o Locate away from the Command Post and students
 - o Get approval from the Incident Commander (IC)
- **Identify yourself as the “PIO”**
- **Consult with District PIO to coordinate information release**
- **Assess situation and obtain statement from IC; tape record if possible**
- **Advise arriving media that the site is preparing a press release and approximate time of its issue**
- **Open and maintain a position log of your actions and all communications**
 - o If possible, take media briefings
 - o Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
 - o Incident or disaster cause and time of origin
 - o Size and scope of the incident
 - o Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
 - o Resources in use
 - o Best routes to school if known and appropriate
 - o Any information school wishes to be released to the public
- **Read statements if possible**
- **When answering questions, be complete and truthful, always considering confidentiality and emotional impact.**
 - o Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
 - o Avoid use of the phrase “no comment.”
- **Remind school site / staff volunteers to refer all questions from media or waiting parents to the PIO**
- **Update information periodically with IC**
- **Ensure announcements and other information are translated in other languages as needed**
- **Monitor news broadcasts about incident**
 - o Correct any misinformation heard

Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
 - o Direct staff members to sign out through Finance / Administration

- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- ☐ Position identifier (safety vest)
- ☐ Job description clipboard
- ☐ Battery operated AM / FM radio
- ☐ Paper, pencils, marking pens
- ☐ School site map(s) and area maps
- ☐ 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Command

LIAISON OFFICER

The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

- **Check in with Incident Commander (IC) for situation briefing**
- **Determine your personal operating location and set up as necessary**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log.**
 - Maintain all required records and documentation to support the history of the emergency or disaster
- **Brief Agency Representatives on current situation, priorities and incident action plan**
- **Ensure coordination of efforts by keeping IC informed of agencies' actions plans**
- **Provide periodic update briefings to Agency Representatives as necessary**

Closing Down:

- **At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- 2- way radio *
- Job description clipboard
- Clipboard, paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security; Search and Rescue; Medical; Student Care/Student Release.

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Assume the duties of all operations positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**
- **If additional supplies or staff is needed for the Operations Sections, notify Logistics.**
 - When additional staff arrive, brief them on the situation and assign them as needed
- **Coordinate Search and Rescue operations**
 - Appoint Search and Rescue Team Leader to direct their operations if necessary
- **As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander**
- **Inform the Incident Commander regarding tasks and priorities**
- **Make sure that the operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities**
- **Schedule breaks and reassign operations staff within the section as needed**

Closing Down:

- **At the Incident Commander's direction, release operations staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- Search and Rescue equipment including 2-way radio *
- School site map

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

- **Wear hard hat and orange identification vest if available**
- **Take appropriate tools, job description clipboard, and radio**
- **As you do the following, observe the campus and report any damage by radio to the Command Post ***
- **Lock gates and major external doors if needed**
- **Locate / control / extinguish small fires as necessary**
- **Check gas meter and, if gas is leaking, shut down gas supply**
- **Shut down electricity only if building has clear structural damage or advised to do so by the Command Post**
- **Post yellow caution tape around damaged or hazardous areas**
- **Verify that campus is “locked down” and report same to Command Post**
- **Advise Command Post of all actions taken for information and proper logging**
- **Be sure that the entire campus has been checked for safety hazards and damage**
- **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety**
- **Route fire, rescue, police, etc. as appropriate**
- **Direct all requests for information to the Public Information Officer (PIO)**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work gloves and whistle
- Job description clipboard
- 2- way radio
- Master keys / Goggles, flashlight, dust masks, yellow caution tape, and shut-off tools

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment**
- **Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response**
- **Assign teams based on available manpower, minimum 2 persons per team**

Perform visual check of outfitted team leaving Command Post; include radio check. Teams should be wearing sturdy shoes and safety equipment.

- **Record names and assignments before deploying teams**
- **Dispatch teams to known hazards or situations**
 - o Send specific map assignment with each team
- **Remain at the Command Post in radio contact with Search and Rescue Team**
- **Record all teams' progress and reports on site map, keeping others at Command Post informed of problems**
 - o When a room is reported clear, mark a "C" on the map
- **If injured students are located, consult Operations Chief for response**
 - o Utilize Transport Teams or send a First Aid Team
- **Record exact location of damage and triage tally on map**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple ***
 - o Do not use codes
- **10-codes or police codes**

Closing Down:

- **Record the return of each Search and Rescue team**
 - o Direct them to return equipment and report for additional assignment to Logistics
- **Provide logs and other relevant documents to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- Job description clipboard
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment. See list below.**
- **You should be wearing sturdy shoes and long sleeves**
- **Check in at Command Post for assignment**

Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.

Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. Be aware of the possibility of aftershocks.

- **Use chalk to make a “slash” mark on the door when entering the room**
- **Check under desks and tables.**
 - o Search visually and vocally
 - o Listen
- **When leaving each room, make another “slash” on the door to form an “X”**
- **When an injured victim is located, team transmits location and condition of injured to Command Post.**
 - o Do NOT use names of students or staff
 - o Follow directions from Command Post
- **Record exact location of damage and triage tally and report to Command Post**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple – Do NOT use codes ***

Closing Down:

- **Record equipment to Logistics**
- **Provide maps and logs to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape, chalk
 - o Use chalk or masking tape to make a “slash”

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

MEDICAL TEAM LEADER

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- **Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs**
- **Make personnel assignments**
 - If possible, assign a minimum of:
 - **2 people to Triage**
 - **2 to Immediate Medical Attention**
 - **2 to Delayed Attention**
 - **2 to Psychological**
 - **Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles**
 - Obtain equipment and supplies
- **Assess available inventory of supplies and equipment**
- **Review safety procedures and assignments with personnel**
- **Establish point of entry (“Triage”) into treatment area**
- **Establish “Immediate” and “Delayed” treatment areas**
- **Set up a separate Psychological first aid area if staff levels are sufficient**

Operational Duties:

- **Oversee care, treatment, and assessment of patients**
- **Ensure caregiver and rescuer safety**
- **Make sure that accurate records are kept**
- **Provide personnel response for injuries in remote locations or request Transport Team from Logistics**
- **If needed, request additional personnel from Logistics**
 - Brief newly assigned personnel
- **Report deaths immediately to the Operations Chief**
- **Keep Operations Chief informed of overall status**
- **Set up morgue, if necessary, in cool, isolated, secure area**
- **Stay alert for communicable diseases and isolate appropriately**

Closing Down:

- **At the Incident Commander’s direction, release Medical staff no longer needed**
- **Direct staff members to sign out through Finance / Administration**
- **Record equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, deactivate the section and close out all logs.**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Job description clipboard**
- **Emergency first aid supplies kit**
- **Clipboards, pens, pencils, marking pens**
- **2-way radio ***

- Blankets
- Tables and chairs
- Ground cover / tarps
- Staff and student medication from the Health Office
- Wristbands
- Identification tags

Forms

- First aid care log
- Personnel assignment form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

Use approved safety equipment and techniques. Obtain and wear personal safety equipment including latex gloves. Check with Medical Team Leader for assignment.

Operational Duties:

- **Administer appropriate first aid**
- **Keep accurate records of care given**
- **Continue to assess victim at regular intervals**
- **Report deaths immediately to Medical Team Leader**
- **If and when transport is available, do final assessment and document on triage tag (if available).**
 - Keep and file records for reference – Do NOT send with victim

Triage Entry Area:

- **Staff with a minimum of 2 trained team members, if possible**
- **One member confirms triage category, attaches triage tag, and directs to proper treatment area**
 - I = Immediate assistance needed
 - D = Delayed assistance
 - X = Dead
 - No treatment takes place at this station
 - Assess victim's condition if not tagged or identified
- **Second team member log victims' names on form and sends forms to Command Post as completed**

Treatment Areas – “Immediate” and “Delayed”

- **Staff with minimum of 2 team members per area, if possible**
- **One member completes secondary head-to-toe assessment**
- **Second member records information on triage tag and on-site treatment records**
 - Follows categories: Immediate, Delayed, Deceased
- **When using 2-way radio, do NOT use names of injured or dead**

Closing Down:

- **Return equipment and unused supplies to Logistics**
- **Clean up first aid area – dispose of hazardous waste safely**
- **Complete all paperwork and turn into the Documentation Unit**

Forms

- **Triage tags**
- **First Aid log**

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

- **Check with Operations Chief for direction**
- **If directed, set up morgue area.**
 - Verify: Tile, concrete, or other cool floor surface accessible to Coroner's vehicle away from assembly area
 - Keep unauthorized persons out of morgue

Operational Duties:

- **After pronouncement or determination of death: Confirm that the person is actually dead**
- **Do NOT move the body until directed by Command Post**
 - Do Not remove any personal effects from the body; Personal effects must remain with the body at all times
- **As soon as possible, notify Operations Chief, who will notify the Command Post**
 - Command Post will attempt to notify law enforcement authorities of the location and, if know, the identity of the body
 - Law enforcement will notify the Coroner
- **Keep accurate records and make available to law enforcement and/or the Coroner when requested**
- **Write the following information on two tags:**
 - Date and time found
 - Exact location where found
 - Name of decedent if known
 - If identified: how, when, by whom
 - Name of person filling out tag
 - Attach one tag to body
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping**
 - Securely attach the second tag to the outside of the bag
 - Move the body to the morgue
- **Place any additional personal belongings found in a separate container and label as above**
 - Do NOT attach to the body, store separately near the body

Closing Down:

- After all bodies have been picked up, close down the morgue
- Return all equipment and unused supplies to Logistics
- Clean up area – Dispose of hazardous waste safely
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Tags, pens / pencils
- Trash bags
- Duct tape
- Plastic tarps
- 2-way radio *
- Wristbands
- Identification tags

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area

Operational Duties:

- **Check in with Operations Chief for situation briefing**
- **Assign personnel to assignments as needed**
- **If school is evacuating:**
 - Verify that the assembly area and routes to it are safe
 - Count the classrooms as they exit to make sure that all classes evacuate
- **Initiate the set-up of portable toilet facilities and hand washing stations**
- **Monitor the safety and well-being of the students and staff in the Assembly Area**
- **Administer minor first aid as needed**
- **Support the Student Release process**
- **When necessary, provide water and food to students and staff**
- **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease**
- **Make arrangements to provide shelter for students and staff**
- **Arrange activities and keep students reassured**
- **Update records of the number of students and staff in the assembly area (or in the buildings)**
- **Direct all requests for information to the PIO**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, closet out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest)**
- **2-way radio ***
- **First aid kit**
- **Water**
- **Food**
- **Sanitation supplies**

Student Activities:

- **Books, games, coloring books, etc.**

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

Certificated staff, school secretary, other available staff and disaster volunteers. Use buddy system. Student Release process may be supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates

Start-Up Actions:

- **Check with Operations Chief for assignment to Request Gate or Release Gate**
- **Obtain necessary equipment and forms from Logistics**
- **Secure area against unauthorized access**
 - Mark gates with signs
- **Set up Request Gate at the main student access gate**
 - Use alphabetical grouping signs to organize parent requests
- **Have Student Release Forms available for parents outside of fence at Request Gate**
 - Assign volunteers to assist
- **Set up Release Gate some distance from Request Gate**

Operational Duties:

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians

Refer all requests for information to the Public Information Officer (PIO). Do not spread rumors!

- If volunteers arrive to help, send them to Logistics

Procedures:

- **Requesting adult fills out Student Release Form; gives it to staff member and show identification**
- **Staff verifies identification**
 - Pull Emergency Card from file and verifies that the requester is listed on the card
- **Staff instructs the requester to proceed to the Release Gate**
- **Staff files the Emergency Card in the out box**
- **Runner takes form to the designated classroom evacuation site**

Note: If a parent refuses to wait in line, do NOT argue. Note time with appropriate comments on Emergency Card and place in box.

If student is with class:

- **Runner shows Student Release Form to the teacher**
- **Teacher marks box, "Sent with Runner"**
 - If appropriate, teacher sends parent copy of first aid form with runner
- **Runner walks student(s) to Release Gate**
- **Runner hands paperwork to release personnel**
- **Release staff matches student to requester**
 - Verify proof of identification
 - Ask requester to fill out and sign the lower portion of Student Release Form
 - Release student

- o Parents are given the notice of first aid care given, if applicable

If student is NOT with class:

- **Teacher makes appropriate notation on Student Release Form:**
 - o “Absent” if student was never in school that day
 - o “First aid” if student is in Medical Treatment Area
 - o “Missing” if student was in school, but now cannot be located
- **Runner takes Student Release Form to Command Post**
- **Command Post verifies student location if known and directs runner accordingly**
- **Parent should be notified of missing student status by a staff member and escorted to crisis counselor**
- **If student is in first aid, parent should be escorted to Medical Treatment Area**
- **If student was marked absent, parent will be notified by a staff member**

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Pens, stapler
- Boxes of Emergency Cards
- Parent Request Gate and Release Gate signs
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Signs for “Request Gate” and “Release Gate”

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource teams.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Assume the duties of all Planning/Intelligence positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the positions checklist**
- **Assist Incident Commander in writing Action Plans**

Closing Down

- **At the IC's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Planning/Intelligence positions have been accomplished**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Dry-erase pens
- Site map(s)
- Paper, pens

Forms:

- Emergency Time / Situation Report
- Staff and Student Accounting Form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Maintain time log of the incident noting all actions and reports**
- **Record content of all radio communications with District Emergency Operations Center (EOC)**
- **Log in all written reports**
- **File all reports for reference (file box)**
- **IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents**

Student and Staff Accounting:

- **Receive, record, and analyze Student Accounting forms**
- **Check off staff roster**
 - o Compute number of students, staff and others on campus for Situation Analysis; update periodically
- **Report missing persons and site damage to Command Post**
- **Report first aid needs to Medical Team Leader**

Closing Down

- **Collect and file all paperwork and documentation from deactivating sections**
- **Securely package and store these documents for future use**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Paper, pens
- Paper

Forms:

- Situation Report
- Operational Log

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

Situation Status (Map):

- **Collect, organize and analyze situation information**
- **Mark site map appropriately as related reports are received**
 - o This includes, but is not limited to, Search and Rescue reports and damage updates, giving a concise picture/status of campus
- **Preserve map – it is a legal document**
- **Use area-wide map to record information on major incidents, road closures, utility outages, etc.**
 - o This information may be useful to staff for planning routes home, etc.

Situation Analysis:

- **Provide current situation assessments based on analysis of information received**
- **Develop situation reports for the Command Post (CP) to support the action planning process**
- **Think ahead and anticipate situations and problems before they occur**
- **Refer all information request to the Public Information Officer (PIO)**

Closing Down

- **Close out all logs and turn all documents into Documentation**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- Site map of campus
- Map of county and local area
- File box(es)
- Paper, pens, dry erase markers

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Logistics

LOGISTICS

Responsibilities:

This section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Open supplies container or other storage facility**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Ensure that the Command Post and other facilities are set up as needed**

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist**
- **Coordinate supplies, equipment, and personnel needs with the Incident Commander**
- **Maintain security of supplies and equipment**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Logistics positions have been accomplished**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Open supplies container or other storage facility if necessary**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Set up the Command Post**

Operational Duties:

- **Maintain security of supplies and equipment**
- **Distribute supplies and equipment as needed**
- **Assist team members in locating appropriate supplies and equipment**
- **Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed**

Closing Down:

- **At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Deploy personnel as requested by the Incident Commander (IC)**
- **Sign in volunteers, making sure those volunteers are wearing I.D. badges**

Closing Down:

- **Ask volunteers to sign out**
- **At the Logistic Chief's direction, close out all logs and turn them in to the Documentation Unit**
- **Return all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Emergency supply inventory
- Assignment Log

Section: Logistics

COMMUNICATIONS

Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus 2-way radio, supported by student or disaster volunteer runners, and Disaster volunteer.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Communicate with district EOC per district procedures**
 - o At the direction of the Incident Commander (IC), report status of students, staff and campus, using Site Status Report Form
- **Receive and write down all communications from the district EOC**
- **Use runners as needed to deliver messages**
- **Maintain Communications Log:**
 - o Date
 - o Time
 - o Originator
 - o Recipient
- **Follow communications protocol**
 - o Do NOT contact the city directly if the district EOC is available
- **Direct the media or the public to the Public Information Officer (PIO)**
- **Monitor AM radio for local emergency news: KFI 640 AM**

Closing Down:

- **Close out all logs, message forms, etc. and turn them over to the Documentation Unit**
- **Return all equipment and unused supplies to Logistics**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- District 2-way radio *
- Tables and chairs
- File boxes, tote tray for outgoing messages
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Job descriptions clipboard and checklist
- Site Status Report
- Message forms

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing**

Operational Duties:

- **Assume the duties of all Finance/Administration positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Finance/Administration positions have been accomplished**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff**
- **Ensure that accurate records are kept of all staff members, indicating hours worked**
- **If district personnel not normally assigned to the site are working, be sure that records of their hours are kept**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records at information which relates to purchasing**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking purchases**
- **Support Logistics in making any purchases which have been approved by the Incident Commander**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.



La Granada Elementary School

School Site Council Agenda

January 14, 2021

Join Zoom Meeting

<https://zoom.us/j/5422993962?pwd=NkhHYXdSUjdaYXRvcDVzeVg0ZjZWZz09>

Meeting ID: 542 299 3962

Passcode: lagranada

2:30p.m.



I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes of meeting held November 12, 2020
2. Approve Comprehensive School Safety Plan
3. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topics:
 - Present school budget tied to SPSA actions (obtain input/document in minutes)
3. [LCAP Overview](#)
 - Thought Exchange: <https://my.thoughtexchange.com/699410928>
4. School Plan for Student Achievement (SPSA)
 - Review/analyze achievement data
 - Evaluate effectiveness of SPSA actions
 - Begin reviewing and updating SPSA goals/actions
 - Document Input from SSC members
5. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
7. Principal's Report

IV. Hearing Session/Public Comments

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. The next SSC meeting is scheduled for February 4, 2021.
2. Adjournment: Action Item



Escuela Primaria La Granada

Concilio Escolar Agenda

14 de enero del 2021

Join Zoom Meeting

<https://zoom.us/j/5422993962?pwd=NkhHYXdSUjdaYXRvcDVzeVg0ZjZWZz09>

Meeting ID: 542 299 3962

Passcode: lagranada

2:30p.m.



I. Procedimientos de Introducción

1. Llamar al orden
2. Establecer el Quórum
3. Juramento a la bandera
4. Bienvenida e introducción de miembros de SSC

II. Asuntos de Acción

1. Aprobación los Minutas de la reunión del 28 de octubre 2020
2. Aprobar Plan integral de seguridad escolar
3. Solicitudes de Gastos Propuestos de los fondos categóricos (TI, LCFF-LI, LCFF-EL)

III. Diálogo/Información

1. Reporte de los presupuestos de acuerdo al fondo
2. Tema de Capacitación
 - a. Presentar el presupuesto escolar vinculado con las acciones del SPSA
3. Resumen de LCAP
 - a. Thought Exchange: <https://my.thoughtexchange.com/699410928>
4. Plan Escolar Para Logros Estudiantiles (SPSA)
 - a. Repasar/Analizar los datos del rendimiento
 - b. Evaluar la eficacia de las acciones del SPSA
 - c. Comenzar a repasar y actualizar las metas/acciones del SPSA
 - d. Documentar las opiniones de los miembros del SSC
5. Reportes de los comités de padres
 - a. Reporte ELAC
 - b. Reporte ATP
 - c. Reporte PAC
6. Reportes de Programas
 - a. Oportunidades de Desarrollo Profesional (Semiprofesionales, Maestros)
 - b. Oportunidades para la participación de Familia y Padres
 - c. Intervenciones
7. Reporte de la Directora

IV. Sesión de Audiencia/Comentarios del Público

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 tomar acción sobre asuntos que no estén en la agenda.

V. Clausura:

1. La próxima reunión del Concilio Escolar está programada para el 4 de febrero del 2021
2. Clausura: Asunto de Acción



La Granada Elementary School

School Site Council Minutes

January 14, 2019

Zoom Meeting

2:30p.m.



I. Introductory Procedures

1. Meeting was called to order at 2:31 by Dr. Gomez.
2. Establishment of Quorum: Quorum was established with 6 out of 10 with 2 parents, 2 teachers, and 1 other staff. The following members were present: Melony Morales, Ericka Cruz, Abigail Maya, Gabriela Renata Sosu, Imelda Lemon, and Rosa Gomez.
3. Pledge of Allegiance was recited.
4. Members were introduced, welcomed and asked to sign in.

II. Action Items

1. The following revisions were noted in the November 12, 2020 minutes:
 - a. Change "agenda" to "minutes" on the minutes document.
 - b. It was motioned by Mrs. Cruz/seconded by Mrs. Morales/carried by all (Cruz/Morales, 6/0/0) to approve the minutes as revised.
2. Approve Comprehensive Safety Plan:
 - a. Reviewed areas of suspensions, ethnicity, parent responses, staff responses are all anonymous. Information pulled from the CA healthy kids survey. Parent Involvement Strategies – some of the tools and activities to involve parents are: Parent Handbook, Compact, Back to School Night, PBIS Rotations, SSC, ELAC and PTA, translation services and Parent University. Collaboration Strategies – documented and tracked through home visits, attendance and discipline data and vandalism report just to name a few tools. Prevention/Intervention – use Lion Bucks, Caught Being Good, Red Ribbon Week, Anti-bullying Week, Gratitude Week. Staff also receive training on suicide prevention. Emergency Evacuation Procedures – use school map, drills such as fire and earthquake. Review medical emergency plans. Staff have emergency assignments; everyone has a role to play during an emergency. Mrs. Morales pointed out that there is a discrepancy with the aerial map where rooms 11 and 16 are marked. Revisions would be made.
 - b. It was motioned by Mrs. Morales/seconded by Mrs. Cruz/carried by all (Morales/Cruz 6/0/0) to approve the Comprehensive Safety Plan.
3. Approve Categorical Expenditures Requests (TI, LCFF-LI, LCFF-EL)
 - a. Proposed categorical expenditures on the categorical expenditure request sheet were reviewed and discussed.
 - o Dr. Gomez went over budget balances. She stated that the reason we still show some large budgets balances are due to activities that were cancelled due to COVID. Additionally, there are some orders that have not yet been charged against the balances. Balances are before expenditures. Mrs. Cruz – asked if the purchase of Chromebooks that are touch screen and headphones was a possibility. Ms. Sosu stated that not all websites necessary to complete work are free. Dr. Gomez stated that all work should be completed using websites at no charge to parents. Mrs. Morales – some games/websites give you options to purchase premium access.
 - c. It was motioned by Mrs. Cruz/seconded by Mrs. Morales/carried by all (Cruz/Morales 6/0/0) to approve all Title 1/LCFF-LI/LCFF-EL expenditures as listed on the expenditure request sheet.

III. Discussion/Information

1. Budget Reports

- a. Categorical budgets were reviewed and discussed.
 - o Explained funding and how each goal is funded. Explained budget codes and how they are linked to funds

2. Training Topic:

- a. Present school budget tied to SPSA actions
 - o Members reviewed and discussed the school budget tied to the SPSA actions.

3. LCAP Overview

- a. Thought Exchange link was shared with members for feedback. Dr. Gomez reviewed the LCAP meeting dates with all members.
- b. 2/17/20 next meeting

4. School Plan for Student Assessment (SPSA)

- a. Review/Analyze Achievement Data: iReady Reading and Math Diagnostic
 - o Members reviewed and discussed student achievement trends from the 2020-2021 administration of iReady Reading and Math Diagnostic.
- b. We only have 84% of students who have completed iReady assessment. Check with your teacher if you are not sure if your student has completed his/her assessment. Ms. Maya stated that her son's computer would not load iReady. Dr. Gomez said there was an issue with clever but it is being addressed. If you are still having issues, let the teacher know. Ms. Sosu asked for clarification on what the iReady assessment is. Dr. Gomez stated that the iReady assessment replaced DIBELS focusing on reading and math. We use iReady for data but it is not like the state data. We are not making up last year only doing this year. Next meeting, we will have more data to review student accomplishments. We had 6 EL reclassifications. Achieve – 80% to have 100+ lexile. Rosa Gomez has created template to help log stats for the 21-22 school plan.
- c. Begin reviewing and Updating SPSA goals/actions.
 - o Dr. Gomez reviewed the SPSA monitoring tool for 21-22 and stated that the template contains the same goals from the 20-21 template until we can analyze data from this school year.

5. Parent Committee Reports

- a. ELAC Report
 - o ELAC minutes from December were reviewed.
 - o December ELAC highlights included: Minutes for the December meeting were reviewed, input for SPSA goal 1 to continue offering additional hours for after school tutoring for EL students. ELAC also recommended that reclassification goal changes from 20 to 12 students per year.
 - o Next ELAC meeting will be February 2, 2021.
- b. ATP Report
 - o No report there isn't an established committee.
- c. PAC Report
 - o January PAC highlights included: LCAP review and input
 - o Next PAC meeting will be March 9, 2021.

6. Program Reports

- a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - o Recent staff professional development included: Lower grade teachers will continue the K-2nd Early Numeracy. All teachers will be offered voluntary CGI training through RCOE.

- o Recent paraprofessional staff development included: campus supervisors will be completing Play works Training in January 2021
- b. Parent and Family Involvement Opportunities
 - Recent parent involvement opportunities included: Science Fair.
 - Upcoming parent involvement opportunities include Parent University and Flag Assembly.
- c. Interventions
 - o Members discussed intervention options for this school year.
 - EL tutoring will begin in February for EL students 2nd-5th grade.
- 7. Principal's Report
 - Upcoming events include: Parent University and Flag Assembly.
- IV. Hearing Session/Public Comments
 - 1. The following discussion was brought forward:
 - a. There weren't any other topics up for discussion.
- V. Adjournment: Action Item
 - a. It was motioned Mrs. Cruz/seconded Mrs. Morales/carried by all (Cruz/Morales 6/0/0) to adjourn the meeting at 3:45 pm.

The next School Site Council meeting is scheduled for February 4, 2021.

AB 1747

Comprehensive School Safety Plan

Lake Hills Elementary School

16346 Village Meadow Dr., Riverside CA
(951) 358-1620

Table of Contents

Introduction.....	4
Continuity of Operations (COOP)	5
Guidelines for Plan Development.....	7
School Safety Committee	9
School Crime Assessment.....	10
Child Abuse Reporting and Prevention.....	12
Suspension and Expulsion and Due Process	16
Staff Notification of Dangerous Students	24
Campus Safety	25
School Discipline.....	28
Sexual Harassment Policy	33
Discrimination and Other Harassment Policy.....	34
Dress Code Policy	40
Drug Free Expectations.....	43
Parent Involvement Strategies	46
Collaboration Strategies	47
Prevention and Intervention Strategies	48
Procedures for Safe Ingress and Egress.....	49
Emergency Evacuation Routes and Procedures	50
Reunification	55
Emergency and Disaster Response Procedures.....	56
Earthquake	56
Fire.....	58
Power Outage / Rolling Blackouts	58
Communication	59
Security Alert	59
Lockout	60
Lockdown	60
Lockdown: Active shooter	62
Shelter-in-Place	64
Bomb Threat.....	65
Intruder on Campus.....	65
Hostage Situation	66
Poisoning, Chemical Spills, Hazardous Substances, Severe Weather	66
Hazardous Substances.....	67
Severe Weather	67

Drills.....	69
Medical Emergencies.....	70
Mass Casualty	73
Order of Succession	74
Incident Command Center	75
Emergency Operations Center – Team Assignments	76
Buddy Roster	77
Appendix – Incident Commander.....	79
Appendix – Safety Officer	81
Appendix – Public Information Officer (PIO)	82
Appendix – Liaison Officer	84
Appendix – Operations Chief.....	85
Appendix – Facility Check / Security.....	86
Appendix – Search and Rescue Team Leader	87
Appendix – Search and Rescue Teams	88
Appendix – Medical Team Leader	89
Appendix – Medical Team	91
Appendix – Medical Branch Morgue	92
Appendix – Student Care	93
Appendix – Student Release.....	94
Appendix – Planning / Intelligence Chief.....	96
Appendix – Documentation.....	97
Appendix – Situation Analysis	98
Appendix – Logistics	99
Appendix – Supplies / Facilities	100
Appendix – Personnel / Staffing	101
Appendix – Communications.....	102
Appendix – Finance / Administration	104
Appendix – Timekeeping	105
Appendix – Purchasing	106

Introduction

It is the policy of the Alvord Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board believes that a beginning step toward safer schools is the development of a comprehensive safety plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (California Education Code §35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment; and
3. Developing each student's resiliency skills.

The School Site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to DTS by December 2020, approved by the School Site Council by January 2021, and submitted to the Board for approval by March 1, 2021.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

The document is designed as a living document to be updated as necessary to meet site, district and community needs, forms, or requirements.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Continuity of Operations (COOP)

The U.S. Department of Education views a COOP as a program that ensures continued performance of essential functions across a full range of potential emergencies be they natural or man-made when a significant interruption of educational services occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- ☐ Emergency delegation of authority and an orderly line of succession, as necessary
- ☐ Safekeeping of essential personnel, resources, facilities, and vital records
- ☐ Emergency acquisition of resources necessary for business resumption
- ☐ The capability to perform critical functions remotely until resumption of normal operations

A school district's COOP plan should allow for its implementation anytime, with or without warning, during normal or after hours operations; provides full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption or normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Scope: It is the responsibility of Alvord Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing recovery.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic business, and physical services when interrupted for an extended period of time following an incident.

Responsibilities: The delegation of authority and management responsibilities in the event of an incident follow the hierarchy outline in the Alvord Organizational Chart. Designate staff/faculty, in conjunction with the affected principal(s) and staff, will perform the essential functions as follows:

- ☐ **Superintendent / Principal**
 - Determine when to close schools, and/or send students/staff to alternate locations
 - Disseminate information internally to students and staff
 - Communicate with parents, media, and the larger school community
 - Identify a line of succession, including who is responsible for restoring which business functions for schools
- ☐ **Assistant Superintendent of Educational Services; Assistant Superintendent of Human Resources; Chief Business Officer**
 - Ensure systems are in place for rapid contract execution after an incident
 - Identify relocation areas for classrooms and administrative operations
 - Create a system for registering students (out of district or into alternative school)
 - Brief and train staff regarding their additional responsibilities
 - Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
 - Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests)

- Re-evaluate the curriculum, materials and instructional delivery methods as needed
- ☐ **Executive Director of Administrative Services; Operations Manager; Maintenance Manager**
 - Work with local and state government officials to determine when it is safe for students and staff to return to the school buildings and grounds
 - Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting, and/or landscaping)
 - Collaborate with private and public sector service providers and contractors
- ☐ **Business Services; Fiscal Services; School Secretary, School Office Staff**
 - Maintain inventory
 - Maintain essential records (and copies of records) including school's insurance policy
 - Ensure redundancy of records is kept at a different physical location
 - Secure classroom equipment, books, and materials in advance
 - Restore administrative and recordkeeping functions such as payroll, accounting and records
 - Retrieve, collect, and maintain personnel data
 - Provide accounts payable and cash management services
- ☐ **Counselors; School Psychologists; School Nurses and Health Assistants**
 - Establish necessary support services for student and staff/faculty
 - Implement additional response and recovery activities according to establish protocols
 - Collaborate with public and private providers
- ☐ **Food Service / Cafeteria Worker**
 - Determine how food services will resume
 - Support staff and volunteers as possible
- ☐ **Transportation (contracted through First Student)**
 - Provide emergency transportation services as needed
 - Assess and implement alternative transportation services that may be necessitated

Guidelines for Plan Development

Pursuant to California Education Code §35294 and Alvord Unified School District BP 0450, this document is designed to ensure compliance with the requirements of AB 1787. This Comprehensive School Safety Plan shall identify strategies and programs that will maintain a high level of school safety and address the schools' safety procedures and is required to contain the following elements:

- ☐ Assessment of school crime committed on school site/campus and at school-related functions (California Education Code §32282). The assessment may include
 - Data from California Healthy Kids Survey
 - Data on school suspensions, expulsions, and crime rates
 - Students, parents, and staff perceptions of school safety
- ☐ Child Abuse reporting procedures
- ☐ Policies pursuant to California Education Code §48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- ☐ Procedures to notify teachers and counselors of dangerous students
- ☐ Campus safety, including:
 - Weapons on campus
 - Campus visitors
 - COVID-19 considerations
- ☐ School discipline policies and procedures to prevent bullying, hazing, hate crime, and cyberbullying – including behavioral expectations and consequences
- ☐ Policy prohibiting discrimination, intimidation, sexual harassment, other harassment, and bullying (California Education Code §200.2624)
- ☐ School wide dress code policy
- ☐ Drug free school expectations
- ☐ Parent involvement strategies to support and reinforce school rules
- ☐ Collaborative relationships with organizations to prevent violence and crime
- ☐ Crisis prevention and intervention strategies, identify possible crises that may occur and determine tasks that need to be addressed, including:
- ☐ Routine and emergency disaster procedures including natural disasters such as earthquakes, human created disasters such as active shooter, or power outages. In addition, the following must be addressed:
 - Procedures for students with disabilities
 - Procedures for public agency use of facilities in the event of a disaster or emergency
 - Development of the site/campus evacuation plan, including opportunities for students and staff to practice the evacuation
- ☐ Procedures for safe ingress and egress of students, parents/visitors, and employees to and from school
- ☐ Procedures for responding to the release of hazardous substances on or near the site/campus

In the development of this Comprehensive School Safety Plan, the Safety Planning Committee shall be composed of:

- ☐ Principal or designee
- ☐ One teacher
- ☐ One classified employee
- ☐ One parent/guardian
- ☐ Other members as desired

In addition, the Committee shall consult with law enforcement and other local emergency providers in the development of the plan. The Committee shall provide a public meeting at the school site to allow members of the public to express an opinion of the plan (California Education Code §32288). Certain elements that are not designed for public knowledge or might be deemed detrimental to safety plans may be omitted from public review.

Existing law requires the School Site Council to consult with a representative from a law enforcement agency, the fire department, and other first responder entities in the writing and development of the comprehensive school safety plan and requires the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The School Site Council or Safety Committee shall notify in writing, if available, the following persons and entities of a public meeting for comment on the plan (California Education Code §32288):

- ☐ A campus representative for CSEA
- ☐ A campus representative for AEA
- ☐ A representative from each parent organization at the school site
- ☐ A student body government representative, if applicable
- ☐ Any individual who has requested notification

Such strategies and assessments will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

School Safety Committee

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Boards Association policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. (California Education Code §35294.1)

The School Site Safety Committee shall be composed of the following members:

- ☐ Principal or designee,
- ☐ One teacher who is a representative of the recognized certificated employee organization;
- ☐ One classified employee who is a representative of the recognized classified employee organization;
- ☐ One parent/guardian whose child attends the school;
- ☐ Other members if desired. (California Education Code §35294.1)

Other members of the school or community may provide valuable insights as members of the School Safety Committee. Additional members may include:

- ☐ Local law enforcement (California Education Code §39294.1)
- ☐ Other local agencies, such as health care and emergency services, may be consulted if desired. (California Education Code §39294.2)
- ☐ Guidance counselor
- ☐ Special Education Department Chairperson
- ☐ One or more key community service providers
- ☐ Student representative(s)
- ☐ Disciplinary team member
- ☐ Staff leaders
- ☐ Additional parent representatives

School Crime Assessment

The School Safety Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (California Education Code §35924.2)

Based on data analysis, the School Safety Committee identifies potential challenges in order to create an effective Comprehensive Safety Plan. The objective is to provide meaningful data in order to improve the campus safety climate.

Crime / Community Data

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the Riverside Police Department and the Alvord Unified School District, shows the district's monthly statistics of the combined three School Resource Officers. This report reflects activity from August 08, 2019 – May 29, 2020.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	August 2019	September 2019	October 2019	November 2019	December 2019
Calls for service related to school site/staff	30	46	35	32	21
Reports taken	23	41	24	28	6
Felony Arrests	1	4	2	2	0
Misdemeanor Arrests	3	1	3	7	4
Citations Issued	0	2	0	0	0
Presentations/Meetings	8	6	2	1	0
Hours committed to AUSD related activities	408	480	552	360	280

Description	January 2020	February 2020	March 2020	April 2020	May 2020
Calls for service related to school site/staff	29	51	46	7	5
Reports taken	11	19	28	3	3
Felony Arrests	1	3	0	0	0
Misdemeanor Arrests	4	2	0	0	0
Citations Issued	0	2	0	0	0
Presentations/Meetings	2	4	2	0	0
Hours committed to AUSD related activities	350	450	80	30	30

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the **Riverside County Sheriff's Department** and the Alvord Unified School District, shows the district's monthly statistics of the School Resource Officer. This report reflects activity from August 08, 2019 – May 29, 2020.

The Riverside County Sheriff's Department provides coverage to Villegas Middle School and Lake Hills Elementary. Statistics listed below are for those two schools only.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020
Calls for service – written	1	1	4	0	1	1
Calls for service – non-written	6	6	4	8	6	4
Follow Ups	0	0	3	0	2	0
Assaults	0	0	1	0	0	0
Weapons: Knives	0	0	0	0	1	1
Kids with Guns Protocol	0	0	0	0	1	0
Students Counseled	5	5	5	5	5	4
School Presentations	1	1	0	1	0	0
Arrests: Infractions	0	0	3	0	0	0
5150 WIC Investigations	2	2	0	3	1	1
601 WIC	0	0	0	1	0	0
Other Incidents	3	3	2	0	0	0

Provide a narrative or summary statement explaining the assessment of the current status of school crime/vandalism committed on the school campus and at school-related functions from a review of school, district, and community crime data trends such as:

- Disciplinary Data
- Attendance Rates
- Property Damage Reports
- State, District or Site Surveys
- Students, Parents and Staff Perceptions of School Safety

Lake Hills Elementary School has the support of a Riverside County Sheriff's Deputy, most mornings, during school arrival hours. The purpose of this resource is to ensure the safety of our community during the arrival of students. The sheriff's deputy has educated students and parents on the safety measures that are enforced such as: using the crosswalk at all times, checking for traffic when crossing the driveway at the main entrance of school prior to walking on to campus, following all traffic laws (i.e. no u-turns in the middle of the street, not passing vehicles-driving on the wrong side of the street- to get around the drop off line, not making a left hand turn into the bus loop, etc.). Some parents have received traffic tickets after warnings from the deputy. During the month of December a police report was created after a parent became hostile towards school personnel. In addition, the CREST team was called after a police report was made when a student stated they wanted to harm themselves.

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.

LAKE HILLS DRESS CODE

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 Lake Hills staff is responsible for assuring that all students follow the dress code. Changes may be made during the school year.

SCHOOL SPIRIT DAYS

Tuesday: School Spirit Day- Wear your Lake Hills shirts!

Friday: College Day- Wear your college shirt to show classroom pride!

****Monthly spirit days are celebrated throughout the year.****

Students may NOT wear:

- Clothing with words/graphics pertaining to drugs, alcohol, gangs, profanity, sex, racist or demeaning information
- Any gang or gang-like attire
- Chains or weapons (including wallet chains)
- Oversized or ill-fitting clothing
- Sleeveless tops with large armholes or shoulder straps narrower than two inches
- Strapless or tube tops
- Bare midriffs
- Short shorts or cutoffs
- Tattered clothing, unhemmed pant legs, or ripped seams
- Undergarments showing
- Lack of undergarments
- Underwear t-shirts
- Shirts, tops or sweaters unbuttoned below the sternum
- Bathing suits
- Unsafe jewelry or clothing
- Footwear without a heel strap or footwear with wheels
- Skull caps, doc-rags, backwards or sideways hats

- Hair dye/color that distracts from the educational process (i.e. blue, green, red)

The following are NOT RECOMMENDED:

- Sandals with open toes (due to safety on the playground, closed toe shoes are best.)

Non-Compliance with Dress Code:

Final decisions as to whether student dress or 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 - parents may be expected to bring appropriate clothing
4. Loss of privileges in classroom or recess
5. Referral to office:
 - student may be required to change clothes
 - an appointment may be scheduled with the parent to formulate a compliance plan for the student

LOST AND FOUND

Lost items, including clothing, may be claimed from the Lost and Found carts in the MPR. In order to minimize the number of lost items, please label ALL BELONGINGS on the inside with your child's first and last name. Unclaimed items will be donated to charities throughout the school year.

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.

Primary grade level classes invite local sheriff and K-9 units to teach about preventing violence and crime. This activity allows students to ask and answer questions with our local law enforcement.

Presentations and individual meetings from law enforcement.

Inclusion of local law enforcement and fire department representatives during site safety committee planning meetings and staff professional development.

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 promise 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.

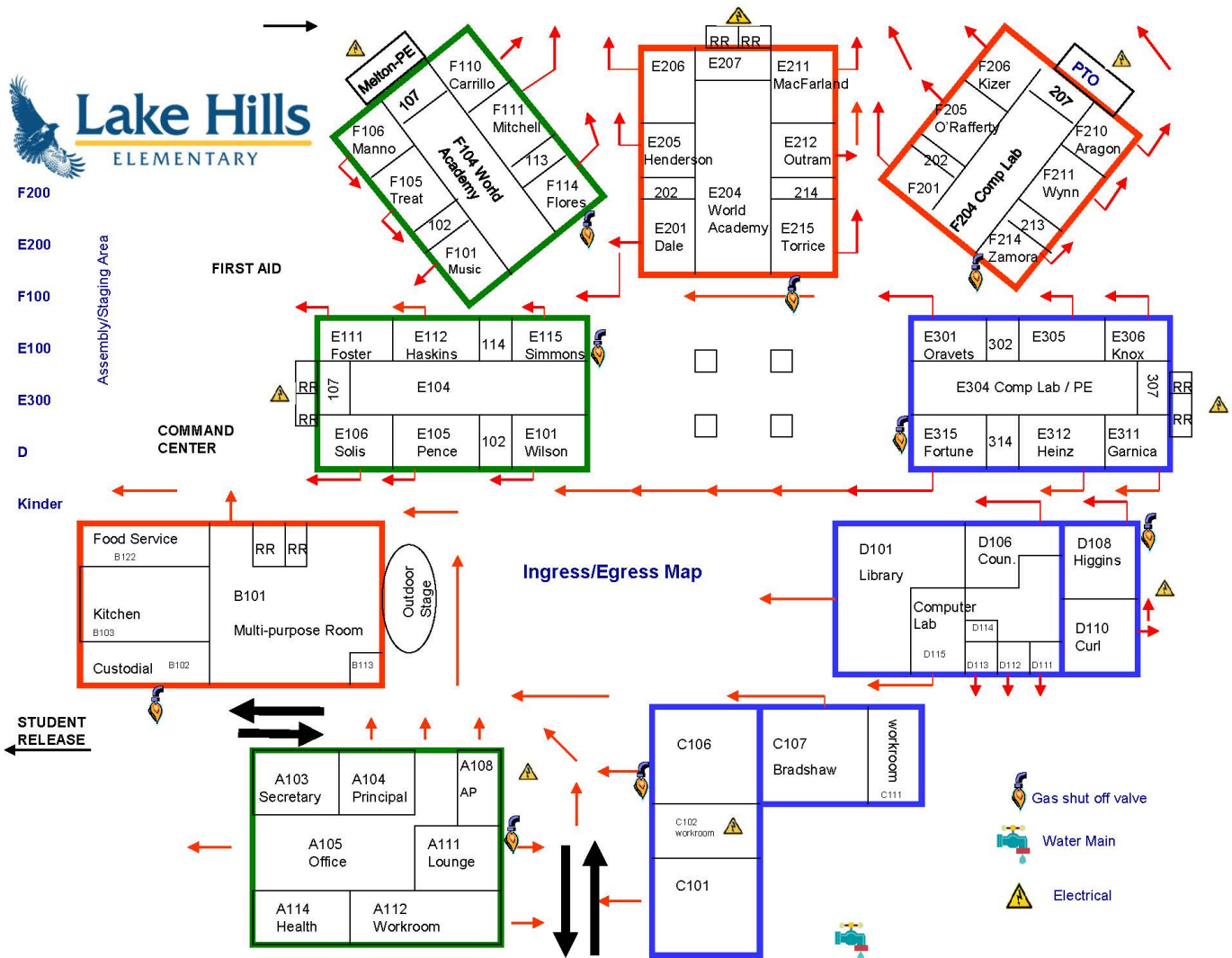
Procedures for Safe Ingress and Egress

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



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:

Monthly practice emergency drills
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.



F200

E200

F100

E100

E300

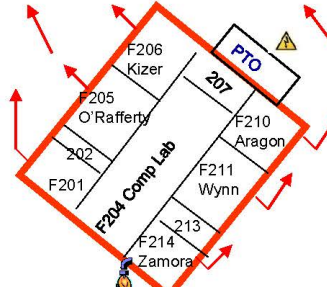
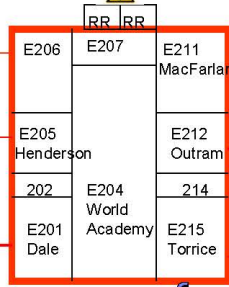
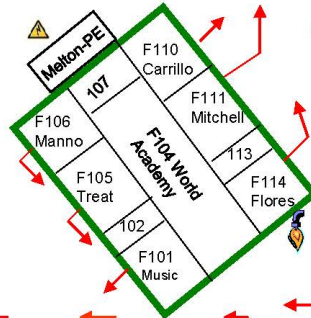
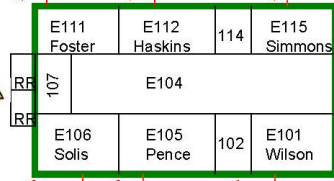
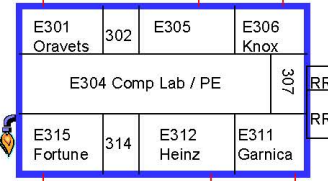
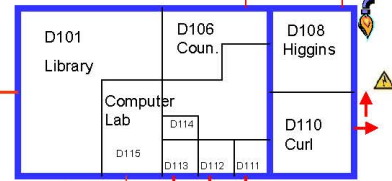
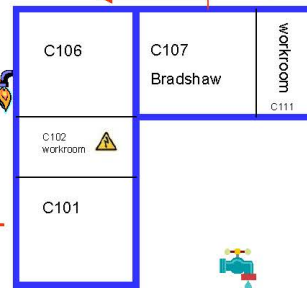
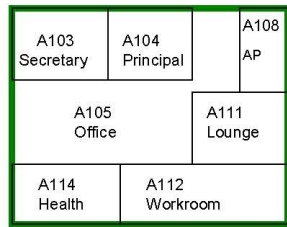
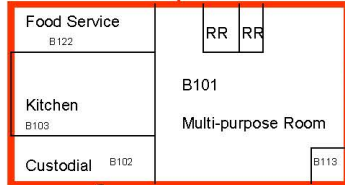
D

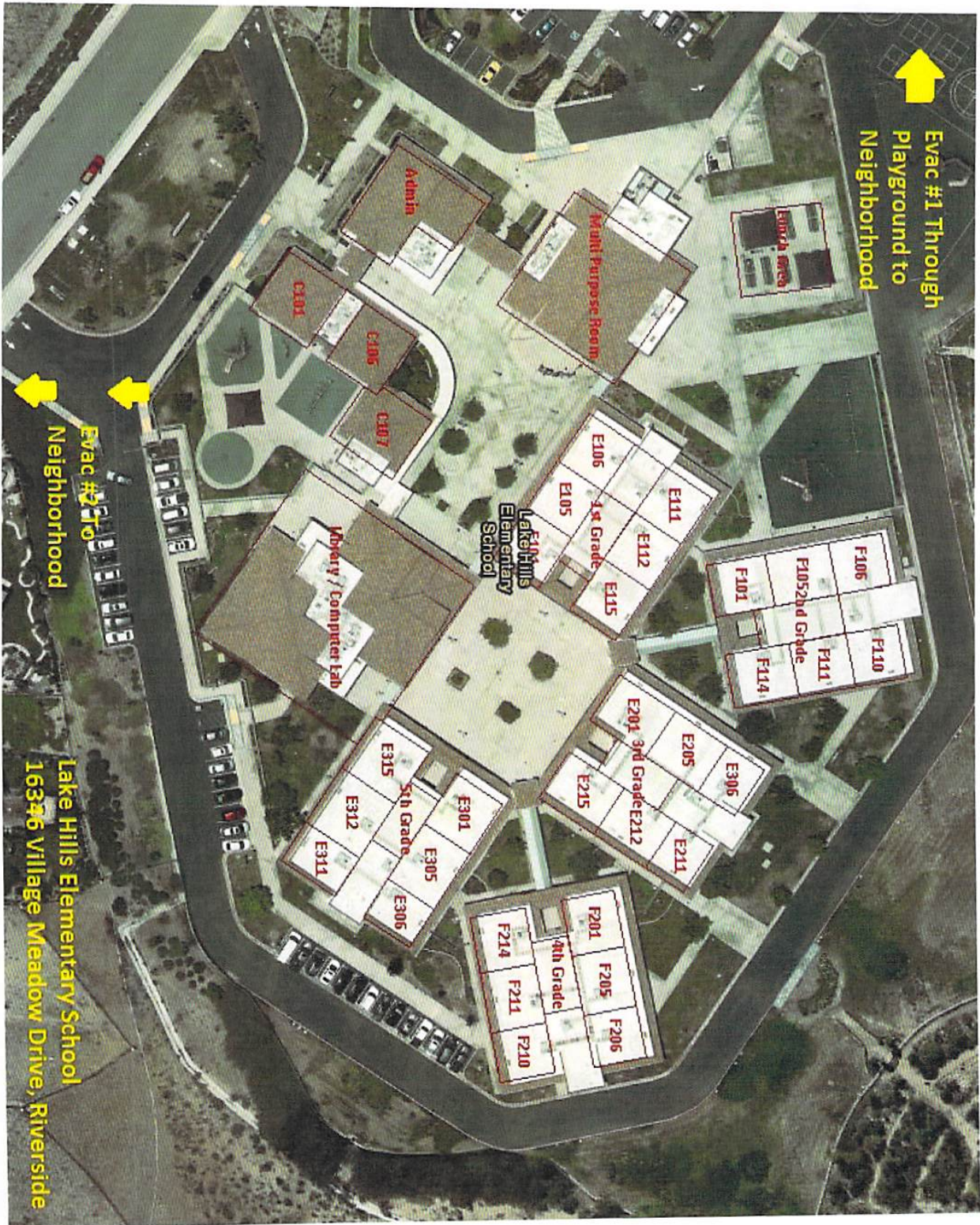
Kinder

STUDENT
RELEASE

COMMAND
CENTER

FIRST AID





Reunification

It is the responsibility of school personnel to assure the reunification of students with their parents/guardians or authorized adult through separate request and release gates. The student release process may be supported by student runners. Refer all requests for information to the Public Information Officer (PIO).

- ☐ Check with Operations Chief for assignment to Request Gate or Release Gate
- ☐ Obtain necessary equipment and forms from Logistics
- ☐ Secure area against unauthorized access.
 - Mark gates with signs.
- ☐ Set up Request Gate at the main student access gate.
 - Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside the fence at Request Gate.
 - Have enough Student Release Forms for every student
 - Assign volunteers to assist.
- ☐ Set up Release Gate some distance from Request Gate.

Follow procedures outlined below to ensure the safe reunification of students with the parents/guardians or authorized adult:

- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ Staff files the Emergency Card in the "out box."
- ☐ Runner takes form to the designated classroom evacuation site.
- ☐ If a parent refuses to wait in line, do not argue
- ☐ Note the time with appropriate comments on the Emergency Card and place in "out box."

If student is WITH class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "Sent with Runner"
- ☐ If appropriate, teacher sends parent copy of First Aid Form with runner
- ☐ Runner walks student(s) to Release Gate
- ☐ Runner hands paperwork to release personnel
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.
 - Parents are given the Notice of First Aid Care Given, if applicable

If student is NOT with class:

- ☐ Teacher makes appropriate notation on Student Release Form:
 - "Absent" if the student was never at school that day
- ☐ "First-Aid" if student is in Medical Treatment Area
- ☐ "Missing" if student was in school, but now cannot be located
- ☐ Runner takes Student Release Form to Command Post (CP)
- ☐ CP verifies student location if known and directs runner accordingly
- ☐ Parent should be notified of missing student status by a staff member and escorted to crisis counselor
- ☐ If student is in First Aid, parent should be escorted to Medical Treatment Area
- ☐ If student was marked absent, parent will be notified by staff member

Closing Down:

- ☐ At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- ☐ Complete all paperwork and turn into the Documentation Unit

Emergency and Disaster Response Procedures

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (California Education Code §32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (California Education Code §32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. **DROP** to the ground.
 - b. **COVER** the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. **HOLD** onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take attendance, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

- 1. The Principal or Designee will:**
 - o Order an evacuation if the fire alarm doesn't work
 - o Call 911
 - o Notify the Superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
6. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the Fire Department by calling 911.
3. Notify the Superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

There are several stages of alerts that are being broadcast over the radio:

- **STAGE 1 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- **STAGE 2 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a **STAGE 3 EMERGENCY**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- ☐ Contact Maintenance and Operations immediately if your site is experiencing a blackout.
- ☐ Phones that require power from an electrical outlet will not work. Communication to the district office will need to be done by radio or cell phone.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ **DO NOT USE** candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Communication

Email Communication

- ☐ Communications with district crisis personnel is typically via email using the crisis email list for notifications whenever a call is place to request an ambulance, police officer, or fire department
- ☐ Crisis email lists are also used to notify district crisis personnel whenever a lockdown has been initiated for ANY reason
- ☐ The crisis email list only notifies district crisis personnel; it DOES NOT summon public safety officials for you
- ☐ After a call to 911 has been placed or a lockdown has been initiated, send the appropriate crisis email.
 - Do not wait until the situation has been resolved
 - The purpose of the crisis email is to alert certain staff members, alert the assigned school resource officers, and place district resources at your disposal should the need arise

Crisis Email Lists

The crisis email lists are:

- ☐ **Crisis – Ambulance:** To be used when a 911 call has been made to request an ambulance
- ☐ **Crisis – Fire:** To be used when a 911 calls has been made to the Fire Department
- ☐ **Crisis – Lockdown:** To be used when a site has initiated lockdown procedures for ANY reason
- ☐ **Crisis – Police:** To be used when a 911 call has been made for Police assistance

Security Alert

Purpose: The protocol will be followed if an event requires heightened security measures and/or greater presence of staff while still being at a lower level than a Lockout. The Security Alert protocol will allow for the teaching day to continue without disruption but allow for greater awareness of potential threats. School will dismiss at normal times and students may be checked in and out by parents and guardians. The Security Alert protocol can be initiated by the police department, the fire department, the school district or by the individual school site.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take attendance and report any missing students and their location to the office.
4. Do not allow students to leave the room until the **ALL CLEAR** signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until **ALL CLEAR** is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: **"We are in lockdown, please secure your rooms."** This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- ☐ Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest

- ☐ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Designate assigned individual to lock all doors leading into administration building.
- ☐ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- ☐ Contact school resource officer or other security personnel and provide available information.
- ☐ When able, alert Superintendent's office.
- ☐ RPD SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in Student Services and with Administrative Services. Officers, as well as, their Lieutenant and Watch Commander have an aerial map of each school. RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- ☐ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- ☐ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ☐ Meet law enforcement at Incident Command Post.
- ☐ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ☐ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ☐ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
- ☐ Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ☐ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ☐ Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ☐ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ☐ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available

channels of communication are disabled and the injury is life- threatening, slide Red Cross placard (found in the emergency packet) under the door.

- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- ☐ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- ☐ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ☐ Do **not** chase students that run. Let them go.
- ☐ Do **not** go into rooms that cannot be secured and offer no way out.
- ☐ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- ☐ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- ☐ Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- ☐ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- ☐ If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- ☐ If safe to do so, take attendance and document on appropriate form.
- ☐ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- ☐ Gather students together and organize into an orderly formation.
- ☐ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- ☐ Follow pre-arranged evacuation route to evacuation location.
- ☐ Upon arrival at the pre-arranged location, take attendance.
- ☐ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- ☐ Through drills and training, pre-determine and practice where staff can safely hide.
- ☐ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- ☐ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

If the active shooter is nearby:

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- ☐ Remain calm, and follow officers' instructions.
- ☐ Put down any items in your hands (i.e., bags, jackets).
- ☐ Immediately raise hands and spread fingers. Keep hands visible at all times.
- ☐ Avoid making quick movements toward officers such as holding on to them for safety.
- ☐ Avoid pointing, screaming and/or yelling.
- ☐ Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- ☐ Location of the active shooter
- ☐ Number of shooters, if more than one
- ☐ Physical description of shooter(s)
- ☐ Number and type of weapons held by the shooter(s)
- ☐ Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

Shelter-in-Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter-in-Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- ☐ Attempt to gain as much information as possible when the threat is received.
- ☐ Do not hang up on the caller.
- ☐ Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- ☐ Call 911.
- ☐ Notify Superintendent's Office
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification. Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.

- ☐ If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- ☐ If and when possible, call Administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and personnel.
- ☐ Determine whether to initiate Shelter-in-Place Protocol.
- ☐ Secure the area (block points of entry).
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent and Administrative Services **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call Maintenance and Operations and/or Administrative Services. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- ☐ Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- ☐ Close windows and blinds. Move everyone away from windows.
- ☐ Take attendance. List any missing students or staff members and their possible locations.
- ☐ Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- ☐ Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound

decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as Very High or Dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "High" (80°-98°), the following precautions should be observed:

- ☐ Students and staff shall be encouraged to wear light clothing
- ☐ Students and staff physical activity, both indoors and outdoors shall be limited
- ☐ Students and staff shall be encouraged to remain in areas protected from the sun
- ☐ Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the school are notified of a smoke alert, either by AQMD or the City of Riverside or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- ☐ **Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- ☐ **Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- ☐ **1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- ☐ **Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- ☐ **DROP** down on the floor.
- ☐ Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ **HOLD** onto the furniture and be prepared to move with it.
- ☐ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the **S.T.A.R.T.** (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

S.T.A.R.T Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- ☐ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ☐ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ☐ If absent, open airway to see if breathing begins
- ☐ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ☐ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ☐ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ☐ Use the capillary refill test and check radial (wrist) pulse
- ☐ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ☐ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ☐ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ☐ Use simple commands/tasks to assess
- ☐ If patient cannot follow simple commands, tag **RED**
- ☐ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**. This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Automated External Defibrillator (AED)

The three comprehensive high school sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

N/A

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The Principal/Designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the Principal/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Principal/Designee.

The Superintendent/Designee will act as the official spokesperson for the District in an emergency situation. As such, all inquiries must be directed to the Superintendent/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its Site Disaster/Emergency Preparedness Map a pre-established Media Reporting Check-In location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

Order of Succession

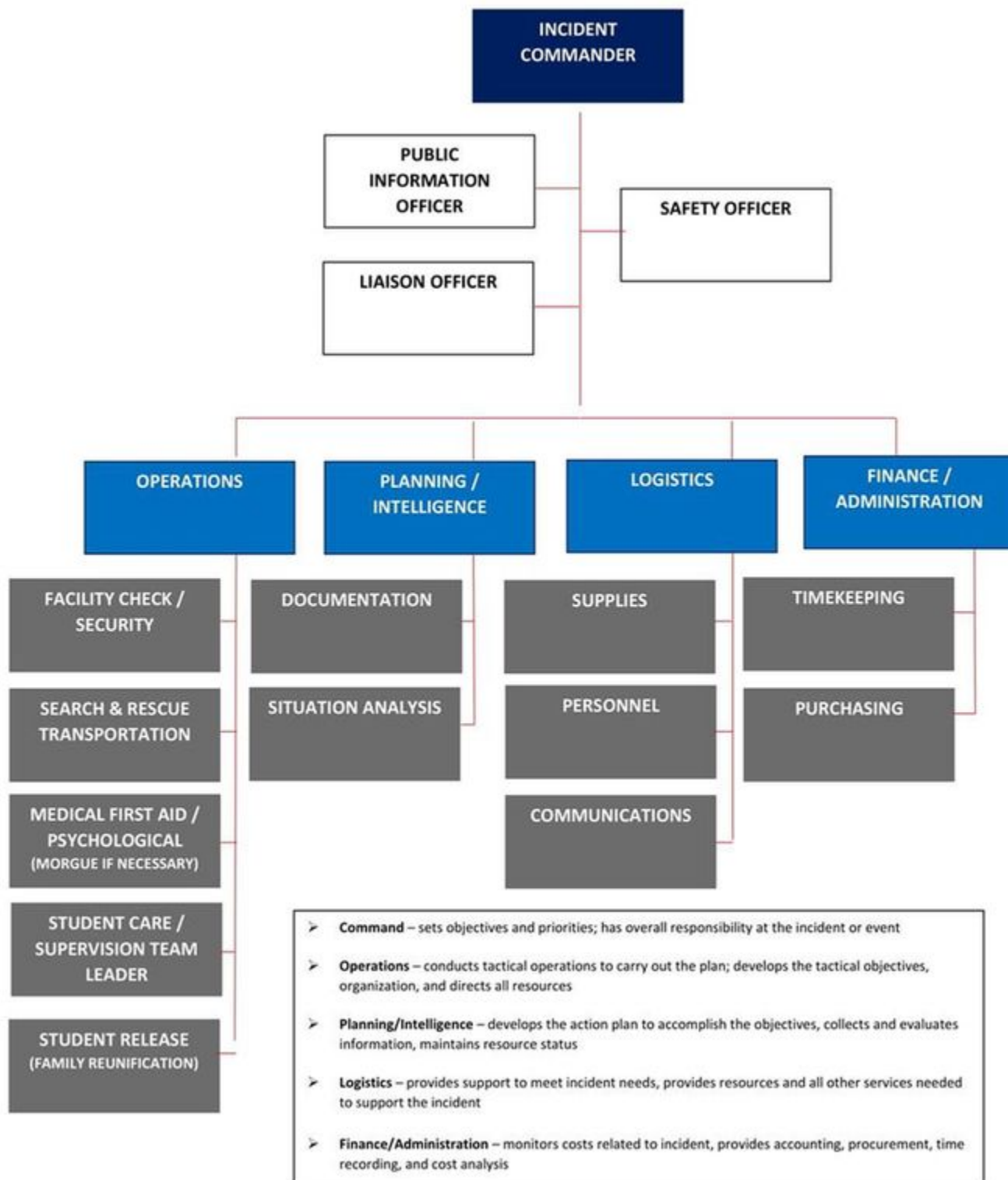
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Carrie Mondt
2. Administrative Designee – Candice Wynn
3. Administrative Designee/Other – Tricia McDougall
4. Administrative Designee/Other – Karina Curl

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 – Carrie Mondt

Incident Commander – Carrie Mondt

Safety Officer – Alejandro Salinas

Liaison Officer – Blanca Hernandez

Public Information Officer – Shirley Torrice

OPERATIONS

Operations Chief – Blanca Hernandez

Facility Check / Security Lead – Alejandro Salinas and Jeri Wilson

Search and Rescue Team / Transportation Lead – Shawn O'Rafferty

(Team members assigned as needed for search and rescue and transportation to First Aid)

Medical First Aid / Psychologist Team Lead – Kara Ambrus

(Other site personnel will be added to this team depending on need)

Student Care / Supervision Lead – Daisy Gonzalez

(Teachers and paraeducators start on this team until staff and student accountability is complete or unless otherwise assigned)

Student Release Team Lead – Karina Colchado and Tricia McDougall

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Crystal Bradshaw

Documentation – Laurel Flores

(Additional staff as needed for documentation and/or runners)

Situation Analysis – Aileen Carrillo

LOGISTICS

Logistics Chief – Brent Mitchell

Supplies Lead – Alejandro Salinas

Personnel – Ronda Treat

Communications – Brent Mitchell

(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 – Blanca Hernandez

Timekeeping – Blanca Hernandez

Purchasing – Blanca Hernandez

Buddy Roster

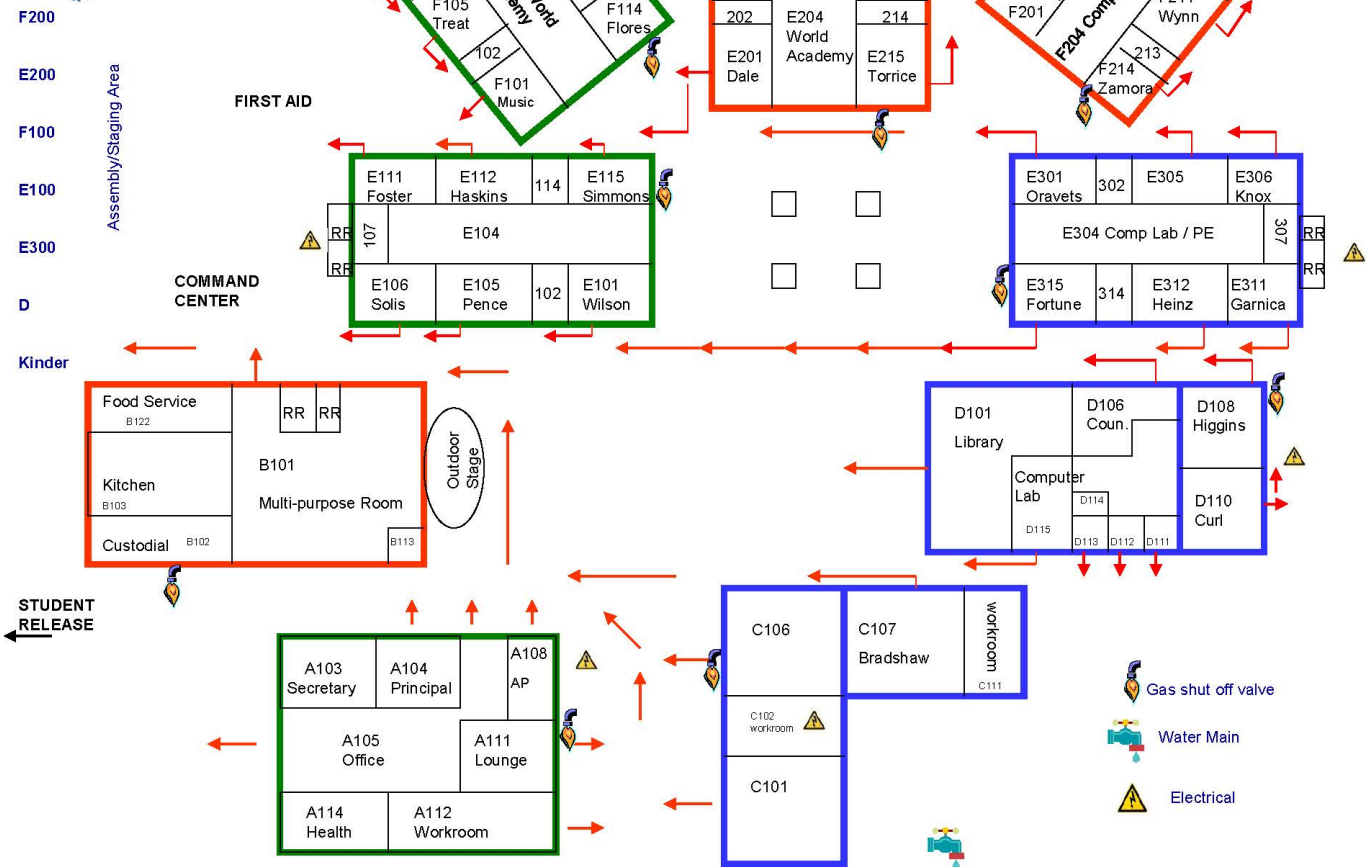
Each staff member will locate and attempt to determine whether their buddy has been injured in the emergency or may be off site. If a buddy cannot be located, that information should be given to the Logistics Chief who will inform the Search and Rescue Lead to alert the Search and Rescue Teams to look for the missing person in the course of their search.

Staff From Room:	Staff From Room:
Hernandez (Sec.) A103	Mondt (Principal) A104
Colchado (Clerk) A105	Gonzalez (Health Clerk) A114
Bradshaw (TK) C107)	Simmons (K) E115 and Music (TK) C101
Pence (K-1) E105	Wilson (1) E101 and Solis (K) E106
Foster (K) E111	Haskins (K) E112 and Uribe (BIA)
Treat (2) F105	Manno (2) F106 and Melton (PE)
Carrillo (2) F110	Mitchell (2) F111 and Flores (4) F114
Dale (1) E201	Henderson (3) E205 and Ruiz (RSP) E206
Torrice (3) E215	Outram (3) E212 and World Academy E204
MacFarland (4) E211	O'Rafferty (4/5) F205
Kizer (4) F206	Zamora (4) F214
Wynn (5) F211	Aragon (5) F210
Knox (5) E306	Garnica (5) E311
Heinz (1) E312	Fortune (1/2) E315 and Oravets (ELT) E301
Higgins (1) D108 and Tran (OT) D113	Curl/Hays (RSP) D110 and Flores (Speech) D114)
McDougall (Couns.) D106	McCoy (Library) D101 and Ambrus (Psych.) D112
Salinas, Ulloa, Duran (Cust.) B113	White/Ellis (CNS) B122
Linda (CS)	Debbie (CS) and Sandra (CS)
Rosa (CS)	Stella (CS)

All employees must first verify their “buddy” is on site and able to evacuate. Report any “buddy” who is unaccounted for to the Logistics Chief. Any itinerant employee who is at another site during a disaster or emergency must report to the Incident Commander at that site for an assignment.

Even though employees have a team assignment for purposes of this plan, each employee must be prepared to fill another role if called on to do so during an actual emergency.

Staging Areas



Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus

- **Assess type and scope of emergency**
- **Determine threat to human life and structures**
- **Implement emergency/disaster plan and hazard specific procedures**
- **Develop and communicate an incident action plan with objectives and a time frame to meet those objectives**
- **Activate functions (assign positions) as needed**
 - Fill in Incident Command Structure (ICS) organizational chart
 - Appoint back-up or an alternate IC
- **Continue to monitor and assess total school situation:**
 - View site map periodically for Search & Rescue progress and damage assessment information
 - Check with Section Chiefs for periodic updates
 - Reassign personnel as needed
- **Report (through Communications) to District Office on status of students, staff, campus as needed (Site Status Report)**
- **Develop and communicate revised incident action plans as needed**
- **Begin student release when appropriate**
 - No student should be released until student accounting is complete
 - Never send students home before the end of the regular school day unless directed by the Superintendent except individuals on request of parent/guardian
- **Authorize release of information**
- **Utilize your back-up IC: plan and take regular breaks 5-10 minutes/hour away from the CP**
- **Plan regular breaks for all staff and volunteers**
- **Release teachers as appropriate per District guidelines**
 - By law, during a disaster, teachers become “Disaster Service Workers”
- **Remain on and in charge of your campus until redirected or released by the Superintendent of designee**

Closing Down:

- **Authorize deactivation of sections, branches, or units when they are no longer required**
- **At the direction of the Superintendent or designee, deactivate the entire emergency response**
 - If Fire Department or other outside agency call an “ALL CLEAR,” contact the District before taking any further action
- **Ensure that any open actions not yet completed will be taken care of after deactivation**
- **Ensure the return of all equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit
- **Proclaim termination of the emergency and proceed with recovery operations as necessary**

Command Post Equipment / Supplies:

- Campus map

- ALL job descriptions on a clipboard
- Master keys
- Staff and student rosters
- School district radio (Emergency radio)
- Disaster response forms
- Campus 2-way radios
- Emergency / disaster plan
- AM / FM radio (battery)
- Bullhorn
- Tables and chairs (if CP is outdoors)

Appendix – Safety Officer

Section: Command

SAFETY OFFICER

The Safety Officer ensure that all activities are conducted in as safe a manner as possible under the circumstances which exist.

- **Check in with Incident Commander for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log**
 - o Maintain all required records and documentation to support the history of the emergency or disaster
 - o Document:
- **Messages received**
- **Action taken**
- **Decision justification and documentation; Requests filled**
- **Monitor drills, exercises, and emergency response activities for safety**
- **Identify and mitigate safety hazards and situations**
- **Stop or modify all unsafe operations**
- **Ensure that responders use appropriate safety equipment**
- **Think ahead and anticipate situations and problems before they occur**
- **Anticipate situation changes, such as severe aftershocks, in all planning**
- **Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions**

Closing Down:

- **When authorized by the IC, deactivate the unit and close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit
- **Return equipment and reusable supplies to Logistics**

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

The public has the right and need to know important information related to emergencies/disasters at the school site as soon as it is available.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, they will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

New conferences and press releases must be approved by the District PIO before release.

- **Determine a possible “news center” site as a media reception area**
 - o Locate away from the Command Post and students
 - o Get approval from the Incident Commander (IC)
- **Identify yourself as the “PIO”**
- **Consult with District PIO to coordinate information release**
- **Assess situation and obtain statement from IC; tape record if possible**
- **Advise arriving media that the site is preparing a press release and approximate time of its issue**
- **Open and maintain a position log of your actions and all communications**
 - o If possible, take media briefings
 - o Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
 - o Incident or disaster cause and time of origin
 - o Size and scope of the incident
 - o Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
 - o Resources in use
 - o Best routes to school if known and appropriate
 - o Any information school wishes to be released to the public
- **Read statements if possible**
- **When answering questions, be complete and truthful, always considering confidentiality and emotional impact.**
 - o Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
 - o Avoid use of the phrase “no comment.”
- **Remind school site / staff volunteers to refer all questions from media or waiting parents to the PIO**
- **Update information periodically with IC**
- **Ensure announcements and other information are translated in other languages as needed**
- **Monitor news broadcasts about incident**
 - o Correct any misinformation heard

Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
 - o Direct staff members to sign out through Finance / Administration

- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- ☐ Position identifier (safety vest)
- ☐ Job description clipboard
- ☐ Battery operated AM / FM radio
- ☐ Paper, pencils, marking pens
- ☐ School site map(s) and area maps
- ☐ 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Command

LIAISON OFFICER

The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

- **Check in with Incident Commander (IC) for situation briefing**
- **Determine your personal operating location and set up as necessary**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log.**
 - Maintain all required records and documentation to support the history of the emergency or disaster
- **Brief Agency Representatives on current situation, priorities and incident action plan**
- **Ensure coordination of efforts by keeping IC informed of agencies' actions plans**
- **Provide periodic update briefings to Agency Representatives as necessary**

Closing Down:

- **At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- 2- way radio *
- Job description clipboard
- Clipboard, paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security; Search and Rescue; Medical; Student Care/Student Release.

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Assume the duties of all operations positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**
- **If additional supplies or staff is needed for the Operations Sections, notify Logistics.**
 - When additional staff arrive, brief them on the situation and assign them as needed
- **Coordinate Search and Rescue operations**
 - Appoint Search and Rescue Team Leader to direct their operations if necessary
- **As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander**
- **Inform the Incident Commander regarding tasks and priorities**
- **Make sure that the operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities**
- **Schedule breaks and reassign operations staff within the section as needed**

Closing Down:

- **At the Incident Commander's direction, release operations staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- Search and Rescue equipment including 2-way radio *
- School site map

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Facility Check / Security

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

- **Wear hard hat and orange identification vest if available**
- **Take appropriate tools, job description clipboard, and radio**
- **As you do the following, observe the campus and report any damage by radio to the Command Post ***
- **Lock gates and major external doors if needed**
- **Locate / control / extinguish small fires as necessary**
- **Check gas meter and, if gas is leaking, shut down gas supply**
- **Shut down electricity only if building has clear structural damage or advised to do so by the Command Post**
- **Post yellow caution tape around damaged or hazardous areas**
- **Verify that campus is “locked down” and report same to Command Post**
- **Advise Command Post of all actions taken for information and proper logging**
- **Be sure that the entire campus has been checked for safety hazards and damage**
- **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety**
- **Route fire, rescue, police, etc. as appropriate**
- **Direct all requests for information to the Public Information Officer (PIO)**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work gloves and whistle
- Job description clipboard
- 2- way radio
- Master keys / Goggles, flashlight, dust masks, yellow caution tape, and shut-off tools

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment**
- **Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response**
- **Assign teams based on available manpower, minimum 2 persons per team**

Perform visual check of outfitted team leaving Command Post; include radio check. Teams should be wearing sturdy shoes and safety equipment.

- **Record names and assignments before deploying teams**
- **Dispatch teams to known hazards or situations**
 - o Send specific map assignment with each team
- **Remain at the Command Post in radio contact with Search and Rescue Team**
- **Record all teams' progress and reports on site map, keeping others at Command Post informed of problems**
 - o When a room is reported clear, mark a "C" on the map
- **If injured students are located, consult Operations Chief for response**
 - o Utilize Transport Teams or send a First Aid Team
- **Record exact location of damage and triage tally on map**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple ***
 - o Do not use codes
- **10-codes or police codes**

Closing Down:

- **Record the return of each Search and Rescue team**
 - o Direct them to return equipment and report for additional assignment to Logistics
- **Provide logs and other relevant documents to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- Job description clipboard
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment. See list below.**
- **You should be wearing sturdy shoes and long sleeves**
- **Check in at Command Post for assignment**

Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.

Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. Be aware of the possibility of aftershocks.

- **Use chalk to make a “slash” mark on the door when entering the room**
- **Check under desks and tables.**
 - o Search visually and vocally
 - o Listen
- **When leaving each room, make another “slash” on the door to form an “X”**
- **When an injured victim is located, team transmits location and condition of injured to Command Post.**
 - o Do NOT use names of students or staff
 - o Follow directions from Command Post
- **Record exact location of damage and triage tally and report to Command Post**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple – Do NOT use codes ***

Closing Down:

- **Record equipment to Logistics**
- **Provide maps and logs to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape, chalk
 - o Use chalk or masking tape to make a “slash”

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

MEDICAL TEAM LEADER

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- **Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs**
- **Make personnel assignments**
 - If possible, assign a minimum of:
 - **2 people to Triage**
 - **2 to Immediate Medical Attention**
 - **2 to Delayed Attention**
 - **2 to Psychological**
 - **Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles**
 - Obtain equipment and supplies
- **Assess available inventory of supplies and equipment**
- **Review safety procedures and assignments with personnel**
- **Establish point of entry (“Triage”) into treatment area**
- **Establish “Immediate” and “Delayed” treatment areas**
- **Set up a separate Psychological first aid area if staff levels are sufficient**

Operational Duties:

- **Oversee care, treatment, and assessment of patients**
- **Ensure caregiver and rescuer safety**
- **Make sure that accurate records are kept**
- **Provide personnel response for injuries in remote locations or request Transport Team from Logistics**
- **If needed, request additional personnel from Logistics**
 - Brief newly assigned personnel
- **Report deaths immediately to the Operations Chief**
- **Keep Operations Chief informed of overall status**
- **Set up morgue, if necessary, in cool, isolated, secure area**
- **Stay alert for communicable diseases and isolate appropriately**

Closing Down:

- **At the Incident Commander’s direction, release Medical staff no longer needed**
- **Direct staff members to sign out through Finance / Administration**
- **Record equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, deactivate the section and close out all logs.**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Job description clipboard**
- **Emergency first aid supplies kit**
- **Clipboards, pens, pencils, marking pens**
- **2-way radio ***

- Blankets
- Tables and chairs
- Ground cover / tarps
- Staff and student medication from the Health Office
- Wristbands
- Identification tags

Forms

- First aid care log
- Personnel assignment form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

Use approved safety equipment and techniques. Obtain and wear personal safety equipment including latex gloves. Check with Medical Team Leader for assignment.

Operational Duties:

- **Administer appropriate first aid**
- **Keep accurate records of care given**
- **Continue to assess victim at regular intervals**
- **Report deaths immediately to Medical Team Leader**
- **If and when transport is available, do final assessment and document on triage tag (if available).**
 - Keep and file records for reference – Do NOT send with victim

Triage Entry Area:

- **Staff with a minimum of 2 trained team members, if possible**
- **One member confirms triage category, attaches triage tag, and directs to proper treatment area**
 - I = Immediate assistance needed
 - D = Delayed assistance
 - X = Dead
 - No treatment takes place at this station
 - Assess victim's condition if not tagged or identified
- **Second team member log victims' names on form and sends forms to Command Post as completed**

Treatment Areas – “Immediate” and “Delayed”

- **Staff with minimum of 2 team members per area, if possible**
- **One member completes secondary head-to-toe assessment**
- **Second member records information on triage tag and on-site treatment records**
 - Follows categories: Immediate, Delayed, Deceased
- **When using 2-way radio, do NOT use names of injured or dead**

Closing Down:

- **Return equipment and unused supplies to Logistics**
- **Clean up first aid area – dispose of hazardous waste safely**
- **Complete all paperwork and turn into the Documentation Unit**

Forms

- **Triage tags**
- **First Aid log**

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

- **Check with Operations Chief for direction**
- **If directed, set up morgue area.**
 - Verify: Tile, concrete, or other cool floor surface accessible to Coroner's vehicle away from assembly area
 - Keep unauthorized persons out of morgue

Operational Duties:

- **After pronouncement or determination of death: Confirm that the person is actually dead**
- **Do NOT move the body until directed by Command Post**
 - Do Not remove any personal effects from the body; Personal effects must remain with the body at all times
- **As soon as possible, notify Operations Chief, who will notify the Command Post**
 - Command Post will attempt to notify law enforcement authorities of the location and, if know, the identity of the body
 - Law enforcement will notify the Coroner
- **Keep accurate records and make available to law enforcement and/or the Coroner when requested**
- **Write the following information on two tags:**
 - Date and time found
 - Exact location where found
 - Name of decedent if known
 - If identified: how, when, by whom
 - Name of person filling out tag
 - Attach one tag to body
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping**
 - Securely attach the second tag to the outside of the bag
 - Move the body to the morgue
- **Place any additional personal belongings found in a separate container and label as above**
 - Do NOT attach to the body, store separately near the body

Closing Down:

- After all bodies have been picked up, close down the morgue
- Return all equipment and unused supplies to Logistics
- Clean up area – Dispose of hazardous waste safely
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Tags, pens / pencils
- Trash bags
- Duct tape
- Plastic tarps
- 2-way radio *
- Wristbands
- Identification tags

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area

Operational Duties:

- **Check in with Operations Chief for situation briefing**
- **Assign personnel to assignments as needed**
- **If school is evacuating:**
 - Verify that the assembly area and routes to it are safe
 - Count the classrooms as they exit to make sure that all classes evacuate
- **Initiate the set-up of portable toilet facilities and hand washing stations**
- **Monitor the safety and well-being of the students and staff in the Assembly Area**
- **Administer minor first aid as needed**
- **Support the Student Release process**
- **When necessary, provide water and food to students and staff**
- **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease**
- **Make arrangements to provide shelter for students and staff**
- **Arrange activities and keep students reassured**
- **Update records of the number of students and staff in the assembly area (or in the buildings)**
- **Direct all requests for information to the PIO**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, closet out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest)**
- **2-way radio ***
- **First aid kit**
- **Water**
- **Food**
- **Sanitation supplies**

Student Activities:

- **Books, games, coloring books, etc.**

*** Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.**

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

Certificated staff, school secretary, other available staff and disaster volunteers. Use buddy system. Student Release process may be supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates

Start-Up Actions:

- **Check with Operations Chief for assignment to Request Gate or Release Gate**
- **Obtain necessary equipment and forms from Logistics**
- **Secure area against unauthorized access**
 - Mark gates with signs
- **Set up Request Gate at the main student access gate**
 - Use alphabetical grouping signs to organize parent requests
- **Have Student Release Forms available for parents outside of fence at Request Gate**
 - Assign volunteers to assist
- **Set up Release Gate some distance from Request Gate**

Operational Duties:

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians

Refer all requests for information to the Public Information Officer (PIO). Do not spread rumors!

- If volunteers arrive to help, send them to Logistics

Procedures:

- **Requesting adult fills out Student Release Form; gives it to staff member and show identification**
- **Staff verifies identification**
 - Pull Emergency Card from file and verifies that the requester is listed on the card
- **Staff instructs the requester to proceed to the Release Gate**
- **Staff files the Emergency Card in the out box**
- **Runner takes form to the designated classroom evacuation site**

Note: If a parent refuses to wait in line, do NOT argue. Note time with appropriate comments on Emergency Card and place in box.

If student is with class:

- **Runner shows Student Release Form to the teacher**
- **Teacher marks box, "Sent with Runner"**
 - If appropriate, teacher sends parent copy of first aid form with runner
- **Runner walks student(s) to Release Gate**
- **Runner hands paperwork to release personnel**
- **Release staff matches student to requester**
 - Verify proof of identification
 - Ask requester to fill out and sign the lower portion of Student Release Form
 - Release student

- o Parents are given the notice of first aid care given, if applicable

If student is NOT with class:

- **Teacher makes appropriate notation on Student Release Form:**
 - o “Absent” if student was never in school that day
 - o “First aid” if student is in Medical Treatment Area
 - o “Missing” if student was in school, but now cannot be located
- **Runner takes Student Release Form to Command Post**
- **Command Post verifies student location if known and directs runner accordingly**
- **Parent should be notified of missing student status by a staff member and escorted to crisis counselor**
- **If student is in first aid, parent should be escorted to Medical Treatment Area**
- **If student was marked absent, parent will be notified by a staff member**

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Pens, stapler
- Boxes of Emergency Cards
- Parent Request Gate and Release Gate signs
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Signs for “Request Gate” and “Release Gate”

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource teams.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Assume the duties of all Planning/Intelligence positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the positions checklist**
- **Assist Incident Commander in writing Action Plans**

Closing Down

- **At the IC's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Planning/Intelligence positions have been accomplished**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Dry-erase pens
- Site map(s)
- Paper, pens

Forms:

- Emergency Time / Situation Report
- Staff and Student Accounting Form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Maintain time log of the incident noting all actions and reports**
- **Record content of all radio communications with District Emergency Operations Center (EOC)**
- **Log in all written reports**
- **File all reports for reference (file box)**
- **IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents**

Student and Staff Accounting:

- **Receive, record, and analyze Student Accounting forms**
- **Check off staff roster**
 - o Compute number of students, staff and others on campus for Situation Analysis; update periodically
- **Report missing persons and site damage to Command Post**
- **Report first aid needs to Medical Team Leader**

Closing Down

- **Collect and file all paperwork and documentation from deactivating sections**
- **Securely package and store these documents for future use**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Paper, pens
- Paper

Forms:

- Situation Report
- Operational Log

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

Situation Status (Map):

- **Collect, organize and analyze situation information**
- **Mark site map appropriately as related reports are received**
 - o This includes, but is not limited to, Search and Rescue reports and damage updates, giving a concise picture/status of campus
- **Preserve map – it is a legal document**
- **Use area-wide map to record information on major incidents, road closures, utility outages, etc.**
 - o This information may be useful to staff for planning routes home, etc.

Situation Analysis:

- **Provide current situation assessments based on analysis of information received**
- **Develop situation reports for the Command Post (CP) to support the action planning process**
- **Think ahead and anticipate situations and problems before they occur**
- **Refer all information request to the Public Information Officer (PIO)**

Closing Down

- **Close out all logs and turn all documents into Documentation**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- Site map of campus
- Map of county and local area
- File box(es)
- Paper, pens, dry erase markers

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Logistics

LOGISTICS

Responsibilities:

This section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Open supplies container or other storage facility**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Ensure that the Command Post and other facilities are set up as needed**

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist**
- **Coordinate supplies, equipment, and personnel needs with the Incident Commander**
- **Maintain security of supplies and equipment**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Logistics positions have been accomplished**
- **Secure all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Inventory of emergency supplies on campus

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Open supplies container or other storage facility if necessary**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Set up the Command Post**

Operational Duties:

- **Maintain security of supplies and equipment**
- **Distribute supplies and equipment as needed**
- **Assist team members in locating appropriate supplies and equipment**
- **Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed**

Closing Down:

- **At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Deploy personnel as requested by the Incident Commander (IC)**
- **Sign in volunteers, making sure those volunteers are wearing I.D. badges**

Closing Down:

- **Ask volunteers to sign out**
- **At the Logistic Chief's direction, close out all logs and turn them in to the Documentation Unit**
- **Return all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Emergency supply inventory
- Assignment Log

Appendix – Communications

Section: Logistics

COMMUNICATIONS

Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus 2-way radio, supported by student or disaster volunteer runners, and Disaster volunteer.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Communicate with district EOC per district procedures**
 - o At the direction of the Incident Commander (IC), report status of students, staff and campus, using Site Status Report Form
- **Receive and write down all communications from the district EOC**
- **Use runners as needed to deliver messages**
- **Maintain Communications Log:**
 - o Date
 - o Time
 - o Originator
 - o Recipient
- **Follow communications protocol**
 - o Do NOT contact the city directly if the district EOC is available
- **Direct the media or the public to the Public Information Officer (PIO)**
- **Monitor AM radio for local emergency news: KFI 640 AM**

Closing Down:

- **Close out all logs, message forms, etc. and turn them over to the Documentation Unit**
- **Return all equipment and unused supplies to Logistics**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- District 2-way radio *
- Tables and chairs
- File boxes, tote tray for outgoing messages
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Job descriptions clipboard and checklist
- Site Status Report
- Message forms

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing**

Operational Duties:

- **Assume the duties of all Finance/Administration positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Finance/Administration positions have been accomplished**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff**
- **Ensure that accurate records are kept of all staff members, indicating hours worked**
- **If district personnel not normally assigned to the site are working, be sure that records of their hours are kept**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records at information which relates to purchasing**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking purchases**
- **Support Logistics in making any purchases which have been approved by the Incident Commander**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.



Lake Hills Elementary School

School Site Council Agenda

January 25, 2021

Time: 2:30p.m.

Zoom Meeting ID: 931 9162 3995 / Passcode: 209644



I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

1. Approve minutes from December 14, 2021
2. Approve Comprehensive School Safety Plan

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topic:
 - Present school budget tied to SPSA actions
3. Local Control and Accountability Plan overview
4. School Plan for Student Achievement (SPSA)
 - Continue monitoring, reviewing and updating SPSA goals/actions
5. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - District Parent Advisory Committee (PAC)
 - Parent Teacher Organization (PTO)
6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Intervention
7. Principal's Report

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for February 22, 2021 at 2:30p.m.
3. Adjournment: Action Item



Lake Hills Elementary School

School Site Council Agenda

January 25, 2021

Time: 2:30p.m.

Zoom Meeting ID: 931 9162 3995 / Passcode: 209644



I. Introductory Procedure

1. Call to Order - The meeting was called to order at 2:35 P.M.
Establishment of Quorum – Quorum was established with 9 members present. Carrie Mondt, Principal; Candice Wynn, teacher; Shawn O’Rafferty, teacher; Brent Mitchell teacher; Tricia McDougall, classified staff; Phillip Spring, parent; Leslie Kuri, parent; Angela Giles, parent; Chalet Kukahiko, parent
Absent: NA
Arrived Late: Corrie Stanford, parent (joined at 3:00 P.M.; bringing quorum to 10)
Left Early: NA
2. Pledge of Allegiance - Mrs. Mondt led the council in the Pledge of Allegiance.
3. Welcome and Introductions - Mrs. Mondt welcomed the council and reviewed the agenda for today.

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

1. Approve minutes from December 14, 2021
 - The December 14th, 2020 minutes were approved with no corrections needed. It was motioned/seconded/carried by (Mitchell/McDougall) (9-0-0)
2. Approve Comprehensive School Safety Plan
 - Reviewed what we discussed at our last meeting regarding our school safety plan: school crime, parent involvement strategies, collaboration strategies, prevention and intervention strategies as well as emergency evacuation routines and procedures. It was motioned/seconded/carried to approve our school plan by (Mitchell/Giles) (9-0-0)

III. Discussion/Information

1. Budget Reports by Funding Source

- **LCFF – LI - \$ 15,424**
 - No new expenditures to report
 - Mrs. Mondt reviewed the expenditures to recap our spending.
 - \$ 6, 195 - Renaissance Learning Licensing
 - \$ 1,710 - Additional Hours for Library Assistant
 - \$ 5, 300 – Copier Maintenance Contract – non-negotiable
 - \$2,219 – Books and Supplies
- **LCFF – EL - \$ 13, 645**
 - No new expenditures to report
 - Mrs. Mondt reviewed the expenditures to recap our spending.

- \$ 1,918 – Tutoring – 2 individuals who are interested in tutoring – one being our bilingual assistant
- \$ 5,247 – Professional Learning – Next month we will discuss this expenditure and discuss the possibly of utilizing the money in a different way to support our EL students as pull out professional development is difficult in virtual/distance learning.
- \$ 3,545 – ELF Stipend – non-negotiable
- \$ 2, 589 – Books and Supplies
- \$ 346 - Translation
- **General Fund**
 - No new expenditures to report

2. Training Topic:

- Present school budget tied to SPSA actions

3. Local Control and Accountability Plan overview

- LCAP is open for the 2021-2024 plan – We, as a district are in the drafting phrase and need the input of all stakeholders
- February 17th – next LCAP meeting – local indicators
- April 21st – Input on Actions
- Mrs. Mondt reviewed and shared the highlights from the principals’ meeting as far as recommendations: one being the desire for full-time vice principals at all elementary sites, and two being the desire for full-time literacy teachers. They were many other items discussed but these were the two main desires from the principals discussed at their input meeting.
- Mrs. Mondt encouraged all SSC members to give their input for the LCAP
- SSC council would also really like to see vice principals at all elementary sites as well as music in a more expanded model where more grade levels could receive music instruction on a regular basis!

4. School Plan for Student Achievement (SPSA)

- Continue monitoring, reviewing and updating SPSA goals/actions
- Reviewed iReady data in both reading and math
- We have had 3 professional learning sessions, which has helped us strengthen the usage of the program.
- We have taken 2 diagnostic assessments thus far – one in September and one in December. All of the Lake Hills teachers administered the diagnostic before our December break.
- Our SPSA goal for this topic is very broad as this was a new program for us. Our School Plan goal is that we wanted a greater number of students in Tier 1 than in Tier 3. So far we are on track toward meeting this goal.
- Reading Fall 2020 – Tier 1 – 47%, Tier 2 – 42%, Tier 3 – 11%
- Reading Winter 2020 – Tier 1 – 59%, Tier 2 – 31%, Tier 3 – 10%
- Math Fall 2020 – Tier 1 - 30%, Tier 2 – 57%, Tier 3 – 13%
- Math Winter 2020 – Tier 1 – 45%, Tier 2 – 46%, Tier 3 – 9%
- Virtual teachers’ data are not included in this data.

- The teaching staff has shared some struggles with pacing and alignment especially in math; these struggles have been shared with district leaders to see if we can realign our teaching and learning standards to the benchmark assessments.

5. Reports from Parent Committees

• English Learners Advisory Committee (ELAC)

- Met on Wednesday, January 21st, 2021 – There were 4 participants. Mrs. Mondt shared the same information as she has shared with us in SSC regarding participation in the LCAP.
- Parents that were present would like to see tutoring implemented ASAP

• District Parent Advisory Committee (PAC)

- Met on January 12th, 2021 – Angela Giles attended the meeting and reported to SSC on the PAC meeting. At the PAC meeting they discussed the LCAP. Some of the questions were as follows:
 - How is the district going to support our students in getting back on track after this past year? The district's response was that they are utilizing iReady as a tool to not only monitor needs but also to support learning as the assessments and learning paths are personalized for each student based on their ability and performance.
 - Where do we stand as district in regard to others in the state? The district stated that since there was no state testing last year and we don't know what is happening this year as far as state testing goes, that data is non-existent at this point.
 - Questions regarding the difficulty of the iReady assessments. The district's response was that yes, the test can be difficult as it's an adaptive test to make sure the child receives learning path materials that are just right for them and to do this they must be exposed to material that is too hard for them to know where their limit is.
- **Parent Teacher Organization (PTO)**
 - Everything on hold for now – unfortunately all plans have had to be pushed out due to COVID restrictions
 - Picture Day on February 19th
 - SAVERS clothing drive cancelled due to COVID cases at the SAVERS facility

6. Program Reports

• Professional Development Opportunities (Paraprofessionals, Teachers)

- As a staff we have completed our third round of iReady training and Martha Martinez ran an ELD PD on supporting our English learners in a virtual/distance learning model.

• Parent and Family Involvement Opportunities

- Unfortunately, due to COVID no real opportunities but reading at home is still important and is great for bonding time at any level.

• Intervention

- Nothing new to report
- Mrs. Oravets, our literacy teacher, has had some struggles with attendance and Mrs. Mondt is supporting with parent phone calls to follow-up.

7. Principal's Report

- PlayWorks Implementation – A program to promote healthy playground behavior. Its main goal is to encourage being respectful, how to be interactive and how to have fun social interactions at recess. Campus supervisors will lead recess one or two days a week. Hoping to build some social and emotional supports for our students in distance/virtual learning. If we were on campus in a typical year this program would be utilized on the playground and coaches from the company would be on site to support implementation. We are the first school to implement PlayWorks using a virtual/distance learning platform.
- Kindness Week (January 25-29, 2021) – We are recognizing and encouraging students to be kind and make someone's day – they were given a checklist of ideas they could do to show kindness to others
- Spelling Bee – open to 4th and 5th grade students - concluded after 20 rounds – Cassandra Mercado was our school winner and will be going on the district level. Kodi Sneed was our runner-up.
- Science Fair – We have six projects going on to district level. Very exciting!
- President's Week - 2/8 – 15, 2021 – No School
- School Pictures – Feb. 19th – Schedule TBD
- Summer School Parent Survey – Mrs. Mondt sent out an email inviting parents to participate in a survey for planning summer school to account for learning loss due to distance learning. No more than 10 students per class. More information will be forthcoming. The survey will close on January 30th.

V. Adjournment

1. Agenda building for next meeting

- SPSA goals as tied to money in EL budget with possible revisions

2. The next SSC meeting is scheduled for February 22, 2021 at 2:30 p.m.

3. Adjournment: Action Item - It was motioned/seconded/carried to adjourn the meeting at 3:31 P.M. (Kukahiko/ O'Rafferty) (10-0-0)

AB 1747

Comprehensive School Safety Plan

S. Christa McAuliffe Elementary School

4100 Golden Ave., Riverside CA
(951) 358-1625

Table of Contents

Introduction.....	4
Continuity of Operations (COOP)	5
Guidelines for Plan Development.....	7
School Safety Committee	9
School Crime Assessment.....	10
Child Abuse Reporting and Prevention.....	13
Suspension and Expulsion and Due Process	17
Staff Notification of Dangerous Students	25
Campus Safety	26
School Discipline.....	29
Sexual Harassment Policy	34
Discrimination and Other Harassment Policy.....	35
Dress Code Policy	41
Drug Free Expectations.....	44
Parent Involvement Strategies	47
Collaboration Strategies	48
Prevention and Intervention Strategies	49
Procedures for Safe Ingress and Egress.....	51
Emergency Evacuation Routes and Procedures	53
Reunification	58
Emergency and Disaster Response Procedures.....	59
Earthquake	59
Fire.....	61
Power Outage / Rolling Blackouts	61
Communication	62
Security Alert	62
Lockout	63
Lockdown	63
Lockdown: Active shooter	65
Shelter-in-Place	67
Bomb Threat.....	68
Intruder on Campus.....	68
Hostage Situation	69
Poisoning, Chemical Spills, Hazardous Substances, Severe Weather	69
Hazardous Substances.....	70
Severe Weather	70

Drills.....	72
Medical Emergencies.....	73
Mass Casualty	76
Order of Succession	77
Incident Command Center	78
Emergency Operations Center – Team Assignments	79
Buddy Roster	80
Appendix – Incident Commander.....	84
Appendix – Safety Officer	86
Appendix – Public Information Officer (PIO)	87
Appendix – Liaison Officer	89
Appendix – Operations Chief.....	90
Appendix – Facility Check / Security.....	91
Appendix – Search and Rescue Team Leader	92
Appendix – Search and Rescue Teams	93
Appendix – Medical Team Leader	94
Appendix – Medical Team	96
Appendix – Medical Branch Morgue	97
Appendix – Student Care.....	98
Appendix – Student Release.....	99
Appendix – Planning / Intelligence Chief.....	101
Appendix – Documentation.....	102
Appendix – Situation Analysis	103
Appendix – Logistics	104
Appendix – Supplies / Facilities	105
Appendix – Personnel / Staffing	106
Appendix – Communications.....	107
Appendix – Finance / Administration	109
Appendix – Timekeeping	110
Appendix – Purchasing	111

Introduction

It is the policy of the Alvord Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board believes that a beginning step toward safer schools is the development of a comprehensive safety plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (California Education Code §35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment; and
3. Developing each student's resiliency skills.

The School Site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to DTS by December 2020, approved by the School Site Council by January 2021, and submitted to the Board for approval by March 1, 2021.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

The document is designed as a living document to be updated as necessary to meet site, district and community needs, forms, or requirements.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Continuity of Operations (COOP)

The U.S. Department of Education views a COOP as a program that ensures continued performance of essential functions across a full range of potential emergencies be they natural or man-made when a significant interruption of educational services occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- ☐ Emergency delegation of authority and an orderly line of succession, as necessary
- ☐ Safekeeping of essential personnel, resources, facilities, and vital records
- ☐ Emergency acquisition of resources necessary for business resumption
- ☐ The capability to perform critical functions remotely until resumption of normal operations

A school district's COOP plan should allow for its implementation anytime, with or without warning, during normal or after hours operations; provides full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption or normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Scope: It is the responsibility of Alvord Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing recovery.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic business, and physical services when interrupted for an extended period of time following an incident.

Responsibilities: The delegation of authority and management responsibilities in the event of an incident follow the hierarchy outline in the Alvord Organizational Chart. Designate staff/faculty, in conjunction with the affected principal(s) and staff, will perform the essential functions as follows:

- ☐ **Superintendent / Principal**
 - Determine when to close schools, and/or send students/staff to alternate locations
 - Disseminate information internally to students and staff
 - Communicate with parents, media, and the larger school community
 - Identify a line of succession, including who is responsible for restoring which business functions for schools
- ☐ **Assistant Superintendent of Educational Services; Assistant Superintendent of Human Resources; Chief Business Officer**
 - Ensure systems are in place for rapid contract execution after an incident
 - Identify relocation areas for classrooms and administrative operations
 - Create a system for registering students (out of district or into alternative school)
 - Brief and train staff regarding their additional responsibilities
 - Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
 - Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests)

- Re-evaluate the curriculum, materials and instructional delivery methods as needed
- ☐ **Executive Director of Administrative Services; Operations Manager; Maintenance Manager**
 - Work with local and state government officials to determine when it is safe for students and staff to return to the school buildings and grounds
 - Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting, and/or landscaping)
 - Collaborate with private and public sector service providers and contractors
- ☐ **Business Services; Fiscal Services; School Secretary, School Office Staff**
 - Maintain inventory
 - Maintain essential records (and copies of records) including school's insurance policy
 - Ensure redundancy of records is kept at a different physical location
 - Secure classroom equipment, books, and materials in advance
 - Restore administrative and recordkeeping functions such as payroll, accounting and records
 - Retrieve, collect, and maintain personnel data
 - Provide accounts payable and cash management services
- ☐ **Counselors; School Psychologists; School Nurses and Health Assistants**
 - Establish necessary support services for student and staff/faculty
 - Implement additional response and recovery activities according to establish protocols
 - Collaborate with public and private providers
- ☐ **Food Service / Cafeteria Worker**
 - Determine how food services will resume
 - Support staff and volunteers as possible
- ☐ **Transportation (contracted through First Student)**
 - Provide emergency transportation services as needed
 - Assess and implement alternative transportation services that may be necessitated

Guidelines for Plan Development

Pursuant to California Education Code §35294 and Alvord Unified School District BP 0450, this document is designed to ensure compliance with the requirements of AB 1787. This Comprehensive School Safety Plan shall identify strategies and programs that will maintain a high level of school safety and address the schools' safety procedures and is required to contain the following elements:

- ☐ Assessment of school crime committed on school site/campus and at school-related functions (California Education Code §32282). The assessment may include
 - Data from California Healthy Kids Survey
 - Data on school suspensions, expulsions, and crime rates
 - Students, parents, and staff perceptions of school safety
- ☐ Child Abuse reporting procedures
- ☐ Policies pursuant to California Education Code §48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- ☐ Procedures to notify teachers and counselors of dangerous students
- ☐ Campus safety, including:
 - Weapons on campus
 - Campus visitors
 - COVID-19 considerations
- ☐ School discipline policies and procedures to prevent bullying, hazing, hate crime, and cyberbullying – including behavioral expectations and consequences
- ☐ Policy prohibiting discrimination, intimidation, sexual harassment, other harassment, and bullying (California Education Code §200.2624)
- ☐ School wide dress code policy
- ☐ Drug free school expectations
- ☐ Parent involvement strategies to support and reinforce school rules
- ☐ Collaborative relationships with organizations to prevent violence and crime
- ☐ Crisis prevention and intervention strategies, identify possible crises that may occur and determine tasks that need to be addressed, including:
- ☐ Routine and emergency disaster procedures including natural disasters such as earthquakes, human created disasters such as active shooter, or power outages. In addition, the following must be addressed:
 - Procedures for students with disabilities
 - Procedures for public agency use of facilities in the event of a disaster or emergency
 - Development of the site/campus evacuation plan, including opportunities for students and staff to practice the evacuation
- ☐ Procedures for safe ingress and egress of students, parents/visitors, and employees to and from school
- ☐ Procedures for responding to the release of hazardous substances on or near the site/campus

In the development of this Comprehensive School Safety Plan, the Safety Planning Committee shall be composed of:

- ☐ Principal or designee
- ☐ One teacher
- ☐ One classified employee
- ☐ One parent/guardian
- ☐ Other members as desired

In addition, the Committee shall consult with law enforcement and other local emergency providers in the development of the plan. The Committee shall provide a public meeting at the school site to allow members of the public to express an opinion of the plan (California Education Code §32288). Certain elements that are not designed for public knowledge or might be deemed detrimental to safety plans may be omitted from public review.

Existing law requires the School Site Council to consult with a representative from a law enforcement agency, the fire department, and other first responder entities in the writing and development of the comprehensive school safety plan and requires the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The School Site Council or Safety Committee shall notify in writing, if available, the following persons and entities of a public meeting for comment on the plan (California Education Code §32288):

- ☐ A campus representative for CSEA
- ☐ A campus representative for AEA
- ☐ A representative from each parent organization at the school site
- ☐ A student body government representative, if applicable
- ☐ Any individual who has requested notification

Such strategies and assessments will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

School Safety Committee

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Boards Association policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. (California Education Code §35294.1)

The School Site Safety Committee shall be composed of the following members:

- ☐ Principal or designee,
- ☐ One teacher who is a representative of the recognized certificated employee organization;
- ☐ One classified employee who is a representative of the recognized classified employee organization;
- ☐ One parent/guardian whose child attends the school;
- ☐ Other members if desired. (California Education Code §35294.1)

Other members of the school or community may provide valuable insights as members of the School Safety Committee. Additional members may include:

- ☐ Local law enforcement (California Education Code §39294.1)
- ☐ Other local agencies, such as health care and emergency services, may be consulted if desired. (California Education Code §39294.2)
- ☐ Guidance counselor
- ☐ Special Education Department Chairperson
- ☐ One or more key community service providers
- ☐ Student representative(s)
- ☐ Disciplinary team member
- ☐ Staff leaders
- ☐ Additional parent representatives

School Crime Assessment

The School Safety Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (California Education Code §35924.2)

Based on data analysis, the School Safety Committee identifies potential challenges in order to create an effective Comprehensive Safety Plan. The objective is to provide meaningful data in order to improve the campus safety climate.

Crime / Community Data

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the Riverside Police Department and the Alvord Unified School District, shows the district's monthly statistics of the combined three School Resource Officers. This report reflects activity from August 08, 2019 – May 29, 2020.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	August 2019	September 2019	October 2019	November 2019	December 2019
Calls for service related to school site/staff	30	46	35	32	21
Reports taken	23	41	24	28	6
Felony Arrests	1	4	2	2	0
Misdemeanor Arrests	3	1	3	7	4
Citations Issued	0	2	0	0	0
Presentations/Meetings	8	6	2	1	0
Hours committed to AUSD related activities	408	480	552	360	280

Description	January 2020	February 2020	March 2020	April 2020	May 2020
Calls for service related to school site/staff	29	51	46	7	5
Reports taken	11	19	28	3	3
Felony Arrests	1	3	0	0	0
Misdemeanor Arrests	4	2	0	0	0
Citations Issued	0	2	0	0	0
Presentations/Meetings	2	4	2	0	0
Hours committed to AUSD related activities	350	450	80	30	30

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the **Riverside County Sheriff's Department** and the Alvord Unified School District, shows the district's monthly statistics of the School Resource Officer. This report reflects activity from August 08, 2019 – May 29, 2020.

The Riverside County Sheriff's Department provides coverage to Villegas Middle School and Lake Hills Elementary. Statistics listed below are for those two schools only.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020
Calls for service – written	1	1	4	0	1	1
Calls for service – non-written	6	6	4	8	6	4
Follow Ups	0	0	3	0	2	0
Assaults	0	0	1	0	0	0
Weapons: Knives	0	0	0	0	1	1
Kids with Guns Protocol	0	0	0	0	1	0
Students Counseled	5	5	5	5	5	4
School Presentations	1	1	0	1	0	0
Arrests: Infractions	0	0	3	0	0	0
5150 WIC Investigations	2	2	0	3	1	1
601 WIC	0	0	0	1	0	0
Other Incidents	3	3	2	0	0	0

Provide a narrative or summary statement explaining the assessment of the current status of school crime/vandalism committed on the school campus and at school-related functions from a review of school, district, and community crime data trends such as:

- Disciplinary Data
- Attendance Rates
- Property Damage Reports
- State, District or Site Surveys
- Students, Parents and Staff Perceptions of School Safety

We had no vandalism, theft, arrest or any crimes to report at McAuliffe Elementary School.

Attendance monthly averages are noted below for 2019 - 2020 (up until Feb. due to closure):

August - 97.37

Sept. - 97.26

Oct - 96.63

Nov. - 95.52

Dec. - 94.9

Jan. - 95.01

Feb.- 96.22

Suspension data for the 2019 - 2020 school year indicates that we had 5 suspensions. All suspensions were due to 48900 (A1) - Caused, attempted to cause, or threatened to cause physical injury to another person.

Crime Assessment Survey and Assessment Results:

Students have responded overall that they feel safe at school. The only concern that was noted is that upper grade students do use inappropriate words and that at times friends can be mean to each other. Teachers generally feel safe, but do have concerns with Active Shooter issues and the condition of our facility. Parents feel that their child is safe, but have concerns about homelessness problem in the community.

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.

McAULIFFE'S DRESS CODE

Students are expected to wear comfortable clothing that is age appropriate and does not detract from learning.

Students may NOT wear:

- * 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
- * Sleeveless tops with large armholes or with shoulder straps narrower than 2"
- * Strapless or tube tops
- * Bare midriffs, crop tops
- * Short shorts or cutoffs
- * Undergarments showing
- * Chains or weapons (including wallet chains)
- * Lack of undergarments
- * Bathing suits
- * Unsafe jewelry or clothing
- * Footwear without a heel strap or footwear with wheels
- * Skull caps, doo-rags, backwards or sideways hats

- * Hair dye/color /styles that will distract from the educational process (ie: blue, green, Mohawks, etc..)
- * Sandals with open toes (due to safety problems on the playground). Socks necessary for health and safety reasons.

Non-Compliance of Dress Code

Final decisions as to whether student dress or grooming is inappropriate shall be made by the principal or designee. The following interventions will be followed:

- a. Verbal warning - child may be required to turn shirt inside out or borrow school shirt.
- b. Notice sent home with student for return with parent signature
- c. Phone call home. Parents may be expected to bring appropriate clothing
- d. Loss of privileges in classroom or recess
- e. Referral to office:
 - student may be required to change clothes.
 - an appointment may be scheduled with the parent to formulate a compliance plan for the student.

LOST AND FOUND

Lost items, including clothing, may be claimed from the Lost and Found carts in the Multi-purpose room. In order to minimize the number of lost items, please label ALL BELONGINGS on the inside with your child's first and last names. Unclaimed items will be donated to Goodwill at various times throughout the school year.

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:

Back to School Night

This is an annual event and for the 2019 - 2020 school year it took place on August 15th. Typically we have a two session event and teachers discuss topics such as school rules, classroom rules, student expectations, overview of academics for that particular grade level, and their homework policy.

Parent Involvement Week

This is a week long event, which is geared towards parents. Many topics are discussed, but one in particular related to safety is online safety and Digital Citizenship. Such programs as Common Sense Media and Google presentations that address student safety and where we need the parents' help to be vigilant are discussed.

Collaboration Strategies

The following strategies are used to develop relationships and collaborate and partner with organizations and community to prevent violence and crime:

A collaborative meeting with held with our local fire and police department units on October 16, 2020. At this meeting the following topics were discussed:

Active Shooter/Backpacks & Bleeding Kits - Suggested to have an emergency backpack with first aid items and a Bleeding Kit. A link was to provided by Emergency Services regarding these items.

Earthquake

Communication with Emergency Services and Events

Knox Box Locations

Labeling Buildings

We also work with our assigned SRO in regards to unruly parents and adult disputes out on the parking lots. We currently work with McKinley Counseling Services in order to provide outside counseling for students and their families. This is a MediCal funded program.

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:

Students

Anger Management - Tier I - Second Step classroom lessons on emotion management. Tier II - Offer individual and small group counseling on coping skills/anger management skills to students in need. Monitor and continue to provide problem solving skills to students, offer incentives. Provide outside resources to parents/guardians of students in need of further guidance.

Positive Behavior Supports - Through the SST Team process we offer support to students who need extra resources and interventions. Support students with suicidal ideation and students who display violent or overly aggressive behaviors.

Behavior Interventions that include monitoring and support - Provide SART meeting support through meetings with parents/guardians. Use of incentive charts and check ins/outs for attendance concerns for students. Provide counseling support for students with low attendance since these behaviors can lead to other issues. Provide counseling support for violence or aggressive behaviors and for students who display suicidal ideation.

Drug and Alcohol Awareness Prevention Programs - Elementary age students - Red Ribbon Week activities. Anti Vaping posters provided by the District. Drug Free Pledge for 4th and 5th grade students. Post to school Dojo information to parents about Red Ribbon Week activities, contests and videos.

Alternative Education Programs - Through The Second Step classroom lessons we provide problem solving skills, and emotion management. Provide positive support to Student Council and Peer leaders (4th and 5th grades). For Bully Prevention month provide an assembly by Encore Ambassadors, and provide Bully Prevention lessons to all grades on recognizing, reporting, and refusing bullying, as well as bystander power.

After School Programs - Collaborate with After-School Program staff to provide support and address student needs, such as suicidal ideation and aggressive behaviors. Provide suicide assessment if needed, and provide referrals to outside counseling services to parents as needed.

Multicultural education - Provide classroom lessons on multiculturalism - teaching students what diversity means and accepting others differences. Lesson include (but not limited to) "Teach your Dragon about Diversity." "What If We Were All The Same." Other classroom lessons in Second Step curricula address inclusion, treating others with respect and being aware of others cultures.

Parent Outreach

Parent Education - Provide resources for current programs that the District endorses. Bully Prevention month, Kindness week. Provide classroom lessons for each grade level from Second Step Bully Prevention Unit. Parent involvement Week - Provide presentations on various topics, including bullying and other social/emotional issues. Provide crisis intervention and outside referral services. Weekly posts on school DoJo for parents on various topics, including bully prevention, recognition, refusing and bystander power, and provide links for parents to watch information on bully prevention. Post Bully Prevention Posters on campus.

Multi-agency Partnerships - We collaborate with and refer as needed to McKinley Services, Care Solace and Carolyn Wylie Center.

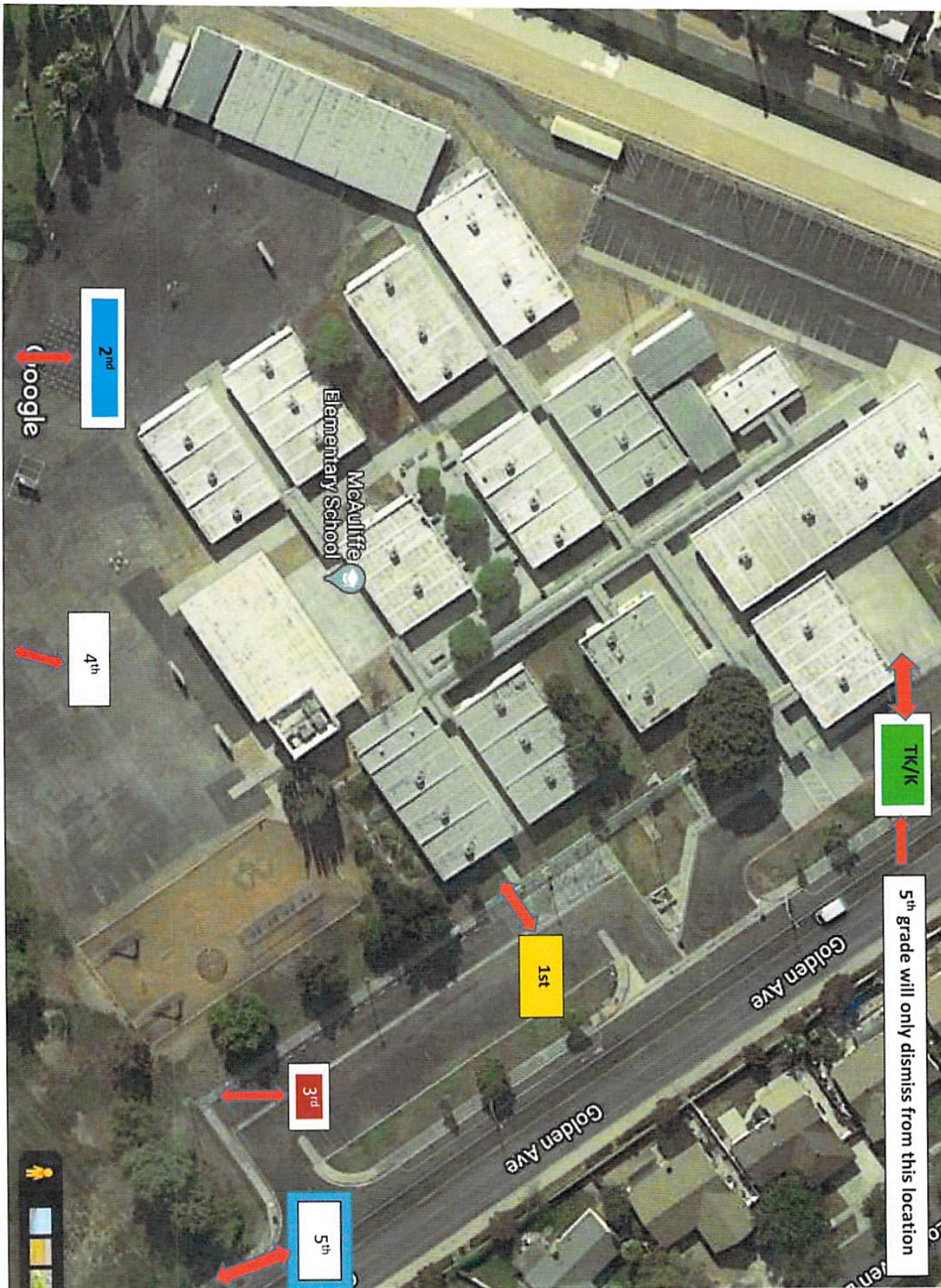
Procedures for Safe Ingress and Egress

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:

McAuliffe staff is trained yearly on the procedures outlined below. For the 2019 - 2020 school year this training took place on September 3, 2019. For this school year (2020 - 2021) this training will take place virtually during the Winter of 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.

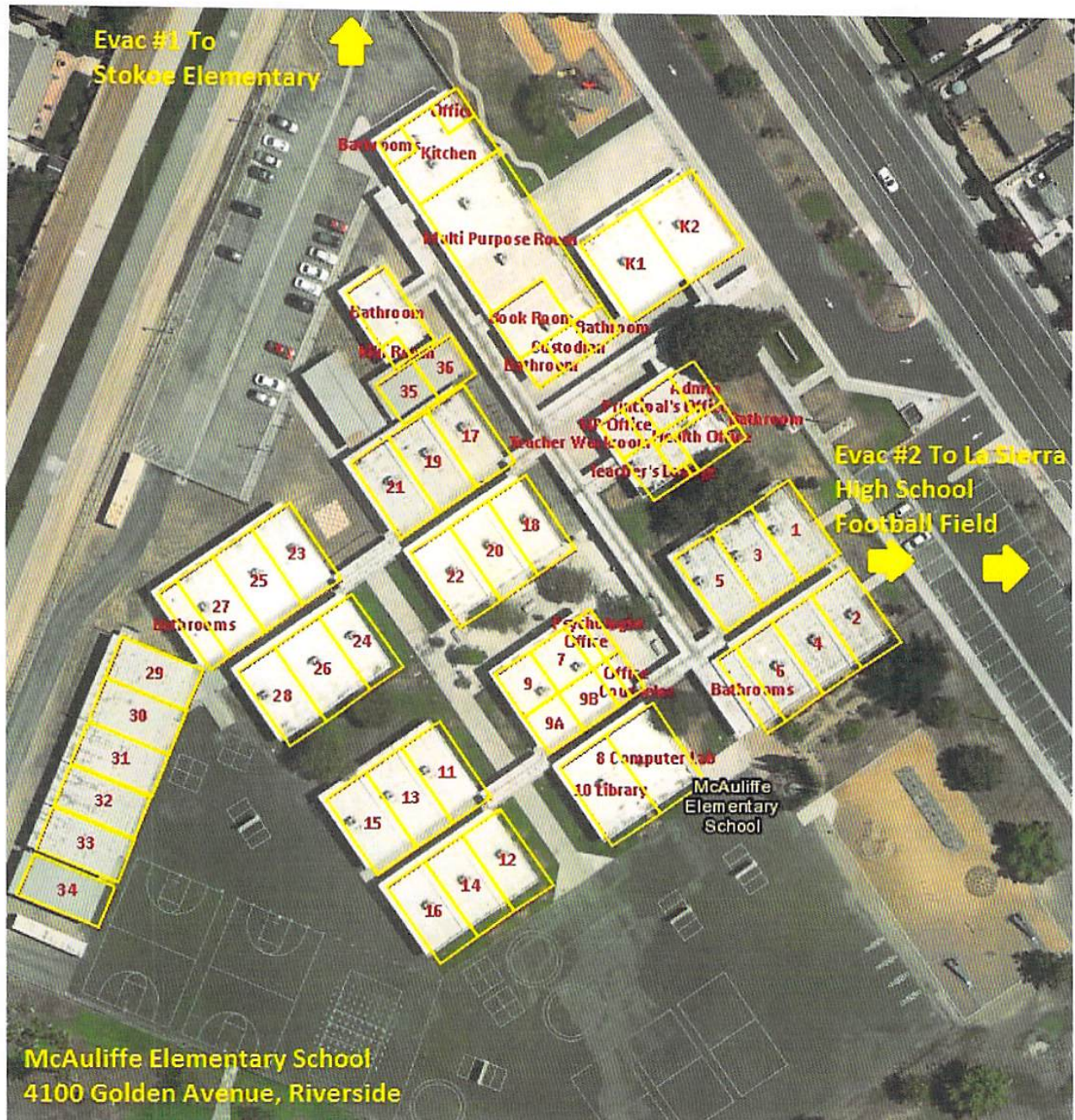
☐ **Equipment and supplies:**

- 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.

Storage Container	Storage Container
-------------------	-------------------

951-358-1625
4100 Golden Ave.
Evacuation Map





Reunification

It is the responsibility of school personnel to assure the reunification of students with their parents/guardians or authorized adult through separate request and release gates. The student release process may be supported by student runners. Refer all requests for information to the Public Information Officer (PIO).

- ☐ Check with Operations Chief for assignment to Request Gate or Release Gate
- ☐ Obtain necessary equipment and forms from Logistics
- ☐ Secure area against unauthorized access.
 - Mark gates with signs.
- ☐ Set up Request Gate at the main student access gate.
 - Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside the fence at Request Gate.
 - Have enough Student Release Forms for every student
 - Assign volunteers to assist.
- ☐ Set up Release Gate some distance from Request Gate.

Follow procedures outlined below to ensure the safe reunification of students with the parents/guardians or authorized adult:

- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ Staff files the Emergency Card in the "out box."
- ☐ Runner takes form to the designated classroom evacuation site.
- ☐ If a parent refuses to wait in line, do not argue
- ☐ Note the time with appropriate comments on the Emergency Card and place in "out box."

If student is WITH class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "Sent with Runner"
- ☐ If appropriate, teacher sends parent copy of First Aid Form with runner
- ☐ Runner walks student(s) to Release Gate
- ☐ Runner hands paperwork to release personnel
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.
 - Parents are given the Notice of First Aid Care Given, if applicable

If student is NOT with class:

- ☐ Teacher makes appropriate notation on Student Release Form:
 - "Absent" if the student was never at school that day
- ☐ "First-Aid" if student is in Medical Treatment Area
- ☐ "Missing" if student was in school, but now cannot be located
- ☐ Runner takes Student Release Form to Command Post (CP)
- ☐ CP verifies student location if known and directs runner accordingly
- ☐ Parent should be notified of missing student status by a staff member and escorted to crisis counselor
- ☐ If student is in First Aid, parent should be escorted to Medical Treatment Area
- ☐ If student was marked absent, parent will be notified by staff member

Closing Down:

- ☐ At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- ☐ Complete all paperwork and turn into the Documentation Unit

Emergency and Disaster Response Procedures

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (California Education Code §32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (California Education Code §32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. **DROP** to the ground.
 - b. **COVER** the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. **HOLD** onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take attendance, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

- 1. The Principal or Designee will:**
 - o Order an evacuation if the fire alarm doesn't work
 - o Call 911
 - o Notify the Superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
6. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the Fire Department by calling 911.
3. Notify the Superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

There are several stages of alerts that are being broadcast over the radio:

- **STAGE 1 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- **STAGE 2 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a **STAGE 3 EMERGENCY**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- ☐ Contact Maintenance and Operations immediately if your site is experiencing a blackout.
- ☐ Phones that require power from an electrical outlet will not work. Communication to the district office will need to be done by radio or cell phone.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ **DO NOT USE** candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Communication

Email Communication

- ☐ Communications with district crisis personnel is typically via email using the crisis email list for notifications whenever a call is place to request an ambulance, police officer, or fire department
- ☐ Crisis email lists are also used to notify district crisis personnel whenever a lockdown has been initiated for ANY reason
- ☐ The crisis email list only notifies district crisis personnel; it DOES NOT summon public safety officials for you
- ☐ After a call to 911 has been placed or a lockdown has been initiated, send the appropriate crisis email.
 - Do not wait until the situation has been resolved
 - The purpose of the crisis email is to alert certain staff members, alert the assigned school resource officers, and place district resources at your disposal should the need arise

Crisis Email Lists

The crisis email lists are:

- ☐ **Crisis – Ambulance:** To be used when a 911 call has been made to request an ambulance
- ☐ **Crisis – Fire:** To be used when a 911 calls has been made to the Fire Department
- ☐ **Crisis – Lockdown:** To be used when a site has initiated lockdown procedures for ANY reason
- ☐ **Crisis – Police:** To be used when a 911 call has been made for Police assistance

Security Alert

Purpose: The protocol will be followed if an event requires heightened security measures and/or greater presence of staff while still being at a lower level than a Lockout. The Security Alert protocol will allow for the teaching day to continue without disruption but allow for greater awareness of potential threats. School will dismiss at normal times and students may be checked in and out by parents and guardians. The Security Alert protocol can be initiated by the police department, the fire department, the school district or by the individual school site.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take attendance and report any missing students and their location to the office.
4. Do not allow students to leave the room until the **ALL CLEAR** signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until **ALL CLEAR** is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: **"We are in lockdown, please secure your rooms."** This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- ☐ Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest

- ☐ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Designate assigned individual to lock all doors leading into administration building.
- ☐ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- ☐ Contact school resource officer or other security personnel and provide available information.
- ☐ When able, alert Superintendent's office.
- ☐ RPD SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in Student Services and with Administrative Services. Officers, as well as, their Lieutenant and Watch Commander have an aerial map of each school. RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- ☐ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- ☐ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ☐ Meet law enforcement at Incident Command Post.
- ☐ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ☐ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ☐ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
- ☐ Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ☐ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ☐ Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ☐ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ☐ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available

channels of communication are disabled and the injury is life- threatening, slide Red Cross placard (found in the emergency packet) under the door.

- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- ☐ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- ☐ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ☐ Do **not** chase students that run. Let them go.
- ☐ Do **not** go into rooms that cannot be secured and offer no way out.
- ☐ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- ☐ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- ☐ Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- ☐ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- ☐ If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- ☐ If safe to do so, take attendance and document on appropriate form.
- ☐ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- ☐ Gather students together and organize into an orderly formation.
- ☐ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- ☐ Follow pre-arranged evacuation route to evacuation location.
- ☐ Upon arrival at the pre-arranged location, take attendance.
- ☐ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- ☐ Through drills and training, pre-determine and practice where staff can safely hide.
- ☐ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- ☐ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

If the active shooter is nearby:

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- ☐ Remain calm, and follow officers' instructions.
- ☐ Put down any items in your hands (i.e., bags, jackets).
- ☐ Immediately raise hands and spread fingers. Keep hands visible at all times.
- ☐ Avoid making quick movements toward officers such as holding on to them for safety.
- ☐ Avoid pointing, screaming and/or yelling.
- ☐ Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- ☐ Location of the active shooter
- ☐ Number of shooters, if more than one
- ☐ Physical description of shooter(s)
- ☐ Number and type of weapons held by the shooter(s)
- ☐ Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

Shelter-in-Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter-in-Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- ☐ Attempt to gain as much information as possible when the threat is received.
- ☐ Do not hang up on the caller.
- ☐ Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- ☐ Call 911.
- ☐ Notify Superintendent's Office
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification. Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.

- ☐ If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- ☐ If and when possible, call Administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and personnel.
- ☐ Determine whether to initiate Shelter-in-Place Protocol.
- ☐ Secure the area (block points of entry).
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent and Administrative Services **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call Maintenance and Operations and/or Administrative Services. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- ☐ Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- ☐ Close windows and blinds. Move everyone away from windows.
- ☐ Take attendance. List any missing students or staff members and their possible locations.
- ☐ Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- ☐ Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound

decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as Very High or Dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "High" (80°-98°), the following precautions should be observed:

- ☐ Students and staff shall be encouraged to wear light clothing
- ☐ Students and staff physical activity, both indoors and outdoors shall be limited
- ☐ Students and staff shall be encouraged to remain in areas protected from the sun
- ☐ Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the school are notified of a smoke alert, either by AQMD or the City of Riverside or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- ☐ **Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- ☐ **Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- ☐ **1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- ☐ **Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- ☐ **DROP** down on the floor.
- ☐ Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ **HOLD** onto the furniture and be prepared to move with it.
- ☐ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the **S.T.A.R.T.** (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

S.T.A.R.T Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- ☐ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ☐ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ☐ If absent, open airway to see if breathing begins
- ☐ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ☐ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ☐ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ☐ Use the capillary refill test and check radial (wrist) pulse
- ☐ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ☐ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ☐ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ☐ Use simple commands/tasks to assess
- ☐ If patient cannot follow simple commands, tag **RED**
- ☐ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**. This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Automated External Defibrillator (AED)

The three comprehensive high school sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

N/A

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The Principal/Designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the Principal/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Principal/Designee.

The Superintendent/Designee will act as the official spokesperson for the District in an emergency situation. As such, all inquiries must be directed to the Superintendent/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its Site Disaster/Emergency Preparedness Map a pre-established Media Reporting Check-In location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

Order of Succession

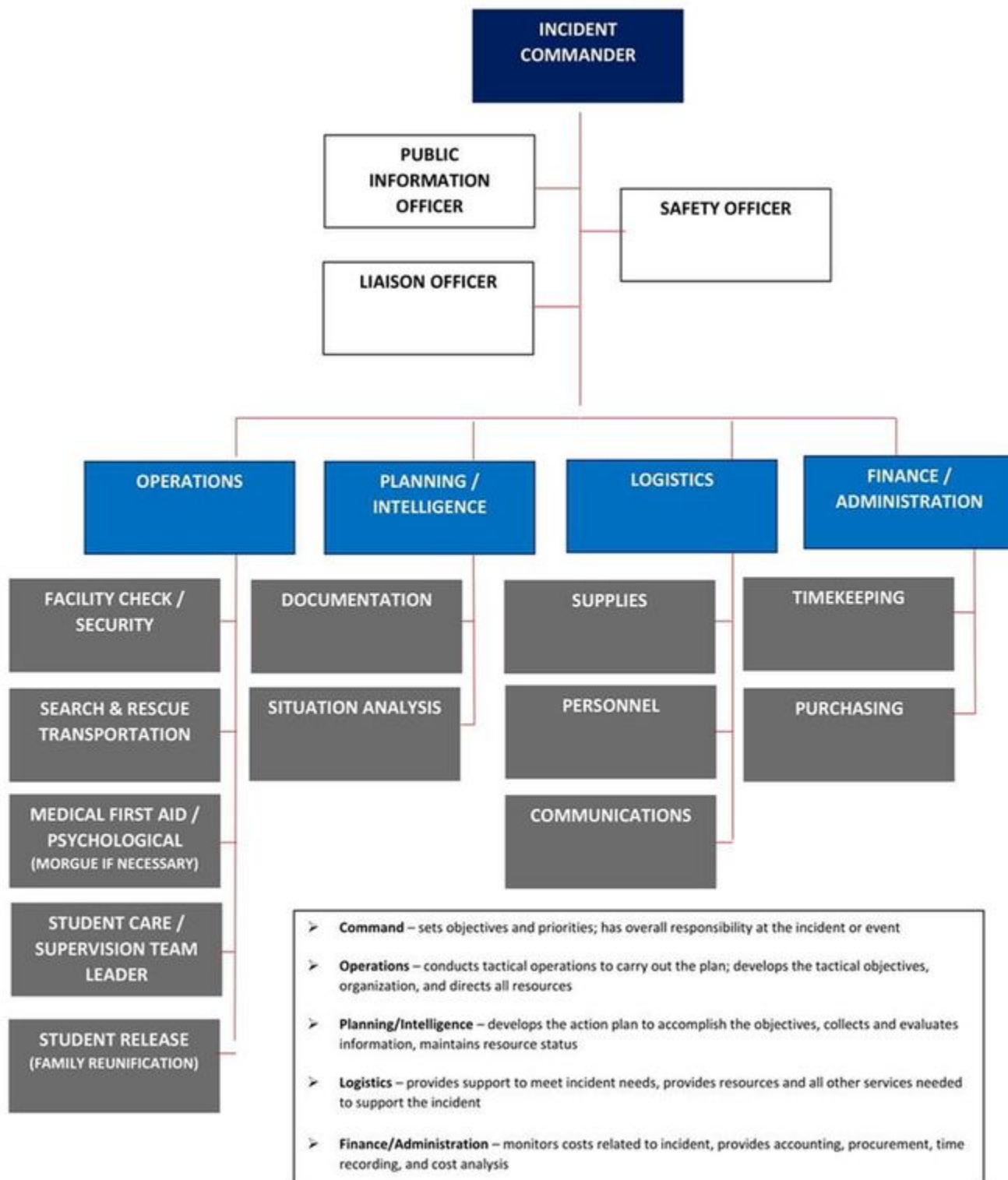
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Gerardo Aguilar
2. Administrative Designee – Sharon Bennett
3. Administrative Designee/Other – Stephanie Bradley
4. Administrative Designee/Other – Kai Kruse

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 – Gerardo Aguilar

Incident Commander – Andrea Vinciguerra

Safety Officer – Sharon Bennett

Liaison Officer – Carrie Shea

Public Information Officer – Lisa Bringhurst

OPERATIONS

Operations Chief – Gerardo Aguilar

Facility Check / Security Lead – Tracy Woolery

Search and Rescue Team / Transportation Lead – Jessica Gonzales, Kai Kruse

(Team members assigned as needed for search and rescue and transportation to First Aid)

Medical First Aid / Psychologist Team Lead – Kara Ambrus, Michelle DeCarlo, Denise Thornburg

(Other site personnel will be added to this team depending on need)

Student Care / Supervision Lead – Faith Johnson, Stephanie Bradley

(Teachers and paraeducators start on this team until staff and student accountability is complete or unless otherwise assigned)

Student Release Team Lead – Judith Castro, Ofelia Garcia

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Gerardo Aguilar

Documentation – Rebecca Reed

(Additional staff as needed for documentation and/or runners)

Situation Analysis – Aven Callahan

LOGISTICS

Logistics Chief – Jessica Cassese

Supplies Lead – Miguel Capinpin

Personnel – Gerardo Aguilar

Communications – Aldrich Tan

(Others may be assigned to these areas depending on the need)

FINANCE / ADMINISTRATION

This area is set up last and often at the end of an event for financial reimbursement and accountability purposes

Finance / Administration Chief – Judith Castro

Timekeeping – Carmen Aparicio

Purchasing – Tracy Woolery

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:
Principal - Gerardo Aguilar	Secretary - Judith Castro
Health Assistant - Denise Thornburg	Attendance Clerk - Ofelia Garcia
Library Assistant - Aven Callahan	RSP Teacher/Assist. - Aldrich Tan/Sonia Vidana
Bilingual Assist.(s)/Psych. - Sandra Rendon/Kara Ambrus	Speech Therapist/Lit. Teacher - Dotti Blase/Marisol Rios/Marla Oravets
Custodians - Tracye Woolery/Rick Torres/Rigoberto Gonzelez	Campus Sups./ Food Service Staff - Katrina Ybarra, Ron Hill, Mary Tapia/Yvonne Deobaldia, Elissa Erices
Room 1 - Jessica Cassese	Room 2 - Rebecca Reed
Room 4 - Kim Alldis	Room 6 - Miguel Capinpin
Room 5 - Heidi Uceda	Room 17 - Jacque Czapor
Room 11 (Counselor) - Michelle DeCarlo	Room 12 - Kelli Seibert
Room 13 - Faith Johnson	Room 15 - Robyn Perry
Room 14 - Lisa Bringhurst	Room 16 - Idelia Baisa
Room 18 - Carrie Shea	Room 36 (Expanded Learning)/Room 34 (PE) Nelly Figueroa/Kendal Pool, Alex Alonso, David Melton, Ms. Anderson
Room 20 - Kai Kruse	Room 22 - Jessica Gonzales
Room 19 - Michelle Milano	Room 21 - Pauline Wilson
Room 23 - Oscar Villasenor	Room 24 - Sharon Bennett
Room 26 - Elizabeth Esch	Room 28 - Mark McKaig
Room 25 - Lilia Roney	Room 27 - Kellie Mascis
Room 29 - Andrea Vinciguerra	Room 30 - Marla Preston-Ohara
Room 31 - Stephanie Bradley	Room 33 - Vacant
K-1 - Carrie Stevens	K-2 - Carmen Aparicio

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

RANCHO LOMA PARK



Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus

- **Assess type and scope of emergency**
- **Determine threat to human life and structures**
- **Implement emergency/disaster plan and hazard specific procedures**
- **Develop and communicate an incident action plan with objectives and a time frame to meet those objectives**
- **Activate functions (assign positions) as needed**
 - Fill in Incident Command Structure (ICS) organizational chart
 - Appoint back-up or an alternate IC
- **Continue to monitor and assess total school situation:**
 - View site map periodically for Search & Rescue progress and damage assessment information
 - Check with Section Chiefs for periodic updates
 - Reassign personnel as needed
- **Report (through Communications) to District Office on status of students, staff, campus as needed (Site Status Report)**
- **Develop and communicate revised incident action plans as needed**
- **Begin student release when appropriate**
 - No student should be released until student accounting is complete
 - Never send students home before the end of the regular school day unless directed by the Superintendent except individuals on request of parent/guardian
- **Authorize release of information**
- **Utilize your back-up IC: plan and take regular breaks 5-10 minutes/hour away from the CP**
- **Plan regular breaks for all staff and volunteers**
- **Release teachers as appropriate per District guidelines**
 - By law, during a disaster, teachers become “Disaster Service Workers”
- **Remain on and in charge of your campus until redirected or released by the Superintendent of designee**

Closing Down:

- **Authorize deactivation of sections, branches, or units when they are no longer required**
- **At the direction of the Superintendent or designee, deactivate the entire emergency response**
 - If Fire Department or other outside agency call an “ALL CLEAR,” contact the District before taking any further action
- **Ensure that any open actions not yet completed will be taken care of after deactivation**
- **Ensure the return of all equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit
- **Proclaim termination of the emergency and proceed with recovery operations as necessary**

Command Post Equipment / Supplies:

- Campus map

- ALL job descriptions on a clipboard
- Master keys
- Staff and student rosters
- School district radio (Emergency radio)
- Disaster response forms
- Campus 2-way radios
- Emergency / disaster plan
- AM / FM radio (battery)
- Bullhorn
- Tables and chairs (if CP is outdoors)

Appendix – Safety Officer

Section: Command

SAFETY OFFICER

The Safety Officer ensure that all activities are conducted in as safe a manner as possible under the circumstances which exist.

- **Check in with Incident Commander for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log**
 - o Maintain all required records and documentation to support the history of the emergency or disaster
 - o Document:
- **Messages received**
- **Action taken**
- **Decision justification and documentation; Requests filled**
- **Monitor drills, exercises, and emergency response activities for safety**
- **Identify and mitigate safety hazards and situations**
- **Stop or modify all unsafe operations**
- **Ensure that responders use appropriate safety equipment**
- **Think ahead and anticipate situations and problems before they occur**
- **Anticipate situation changes, such as severe aftershocks, in all planning**
- **Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions**

Closing Down:

- **When authorized by the IC, deactivate the unit and close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit
- **Return equipment and reusable supplies to Logistics**

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

The public has the right and need to know important information related to emergencies/disasters at the school site as soon as it is available.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, they will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

New conferences and press releases must be approved by the District PIO before release.

- **Determine a possible “news center” site as a media reception area**
 - o Locate away from the Command Post and students
 - o Get approval from the Incident Commander (IC)
- **Identify yourself as the “PIO”**
- **Consult with District PIO to coordinate information release**
- **Assess situation and obtain statement from IC; tape record if possible**
- **Advise arriving media that the site is preparing a press release and approximate time of its issue**
- **Open and maintain a position log of your actions and all communications**
 - o If possible, take media briefings
 - o Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
 - o Incident or disaster cause and time of origin
 - o Size and scope of the incident
 - o Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
 - o Resources in use
 - o Best routes to school if known and appropriate
 - o Any information school wishes to be released to the public
- **Read statements if possible**
- **When answering questions, be complete and truthful, always considering confidentiality and emotional impact.**
 - o Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
 - o Avoid use of the phrase “no comment.”
- **Remind school site / staff volunteers to refer all questions from media or waiting parents to the PIO**
- **Update information periodically with IC**
- **Ensure announcements and other information are translated in other languages as needed**
- **Monitor news broadcasts about incident**
 - o Correct any misinformation heard

Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
 - o Direct staff members to sign out through Finance / Administration

- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- ☐ Position identifier (safety vest)
- ☐ Job description clipboard
- ☐ Battery operated AM / FM radio
- ☐ Paper, pencils, marking pens
- ☐ School site map(s) and area maps
- ☐ 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Command

LIAISON OFFICER

The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

- **Check in with Incident Commander (IC) for situation briefing**
- **Determine your personal operating location and set up as necessary**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log.**
 - Maintain all required records and documentation to support the history of the emergency or disaster
- **Brief Agency Representatives on current situation, priorities and incident action plan**
- **Ensure coordination of efforts by keeping IC informed of agencies' actions plans**
- **Provide periodic update briefings to Agency Representatives as necessary**

Closing Down:

- **At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- 2- way radio *
- Job description clipboard
- Clipboard, paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security; Search and Rescue; Medical; Student Care/Student Release.

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Assume the duties of all operations positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**
- **If additional supplies or staff is needed for the Operations Sections, notify Logistics.**
 - When additional staff arrive, brief them on the situation and assign them as needed
- **Coordinate Search and Rescue operations**
 - Appoint Search and Rescue Team Leader to direct their operations if necessary
- **As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander**
- **Inform the Incident Commander regarding tasks and priorities**
- **Make sure that the operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities**
- **Schedule breaks and reassign operations staff within the section as needed**

Closing Down:

- **At the Incident Commander's direction, release operations staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- Search and Rescue equipment including 2-way radio *
- School site map

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

- **Wear hard hat and orange identification vest if available**
- **Take appropriate tools, job description clipboard, and radio**
- **As you do the following, observe the campus and report any damage by radio to the Command Post ***
- **Lock gates and major external doors if needed**
- **Locate / control / extinguish small fires as necessary**
- **Check gas meter and, if gas is leaking, shut down gas supply**
- **Shut down electricity only if building has clear structural damage or advised to do so by the Command Post**
- **Post yellow caution tape around damaged or hazardous areas**
- **Verify that campus is “locked down” and report same to Command Post**
- **Advise Command Post of all actions taken for information and proper logging**
- **Be sure that the entire campus has been checked for safety hazards and damage**
- **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety**
- **Route fire, rescue, police, etc. as appropriate**
- **Direct all requests for information to the Public Information Officer (PIO)**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work gloves and whistle
- Job description clipboard
- 2- way radio
- Master keys / Goggles, flashlight, dust masks, yellow caution tape, and shut-off tools

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first
- **Obtain all necessary equipment**
- **Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response**
- **Assign teams based on available manpower, minimum 2 persons per team**

Perform visual check of outfitted team leaving Command Post; include radio check. Teams should be wearing sturdy shoes and safety equipment.

- **Record names and assignments before deploying teams**
- **Dispatch teams to known hazards or situations**
 - o Send specific map assignment with each team
- **Remain at the Command Post in radio contact with Search and Rescue Team**
- **Record all teams' progress and reports on site map, keeping others at Command Post informed of problems**
 - o When a room is reported clear, mark a "C" on the map
- **If injured students are located, consult Operations Chief for response**
 - o Utilize Transport Teams or send a First Aid Team
- **Record exact location of damage and triage tally on map**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple ***
 - o Do not use codes
- **10-codes or police codes**

Closing Down:

- **Record the return of each Search and Rescue team**
 - o Direct them to return equipment and report for additional assignment to Logistics
- **Provide logs and other relevant documents to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- Job description clipboard
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment. See list below.**
- **You should be wearing sturdy shoes and long sleeves**
- **Check in at Command Post for assignment**

Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.

Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. Be aware of the possibility of aftershocks.

- **Use chalk to make a “slash” mark on the door when entering the room**
- **Check under desks and tables.**
 - o Search visually and vocally
 - o Listen
- **When leaving each room, make another “slash” on the door to form an “X”**
- **When an injured victim is located, team transmits location and condition of injured to Command Post.**
 - o Do NOT use names of students or staff
 - o Follow directions from Command Post
- **Record exact location of damage and triage tally and report to Command Post**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple – Do NOT use codes ***

Closing Down:

- **Record equipment to Logistics**
- **Provide maps and logs to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape, chalk
 - o Use chalk or masking tape to make a “slash”

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

MEDICAL TEAM LEADER

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- **Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs**
- **Make personnel assignments**
 - If possible, assign a minimum of:
 - **2 people to Triage**
 - **2 to Immediate Medical Attention**
 - **2 to Delayed Attention**
 - **2 to Psychological**
 - **Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles**
 - Obtain equipment and supplies
- **Assess available inventory of supplies and equipment**
- **Review safety procedures and assignments with personnel**
- **Establish point of entry (“Triage”) into treatment area**
- **Establish “Immediate” and “Delayed” treatment areas**
- **Set up a separate Psychological first aid area if staff levels are sufficient**

Operational Duties:

- **Oversee care, treatment, and assessment of patients**
- **Ensure caregiver and rescuer safety**
- **Make sure that accurate records are kept**
- **Provide personnel response for injuries in remote locations or request Transport Team from Logistics**
- **If needed, request additional personnel from Logistics**
 - Brief newly assigned personnel
- **Report deaths immediately to the Operations Chief**
- **Keep Operations Chief informed of overall status**
- **Set up morgue, if necessary, in cool, isolated, secure area**
- **Stay alert for communicable diseases and isolate appropriately**

Closing Down:

- **At the Incident Commander’s direction, release Medical staff no longer needed**
- **Direct staff members to sign out through Finance / Administration**
- **Record equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, deactivate the section and close out all logs.**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Job description clipboard**
- **Emergency first aid supplies kit**
- **Clipboards, pens, pencils, marking pens**
- **2-way radio ***

- Blankets
- Tables and chairs
- Ground cover / tarps
- Staff and student medication from the Health Office
- Wristbands
- Identification tags

Forms

- First aid care log
- Personnel assignment form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

Use approved safety equipment and techniques. Obtain and wear personal safety equipment including latex gloves. Check with Medical Team Leader for assignment.

Operational Duties:

- **Administer appropriate first aid**
- **Keep accurate records of care given**
- **Continue to assess victim at regular intervals**
- **Report deaths immediately to Medical Team Leader**
- **If and when transport is available, do final assessment and document on triage tag (if available).**
 - Keep and file records for reference – Do NOT send with victim

Triage Entry Area:

- **Staff with a minimum of 2 trained team members, if possible**
- **One member confirms triage category, attaches triage tag, and directs to proper treatment area**
 - I = Immediate assistance needed
 - D = Delayed assistance
 - X = Dead
 - No treatment takes place at this station
 - Assess victim's condition if not tagged or identified
- **Second team member log victims' names on form and sends forms to Command Post as completed**

Treatment Areas – “Immediate” and “Delayed”

- **Staff with minimum of 2 team members per area, if possible**
- **One member completes secondary head-to-toe assessment**
- **Second member records information on triage tag and on-site treatment records**
 - Follows categories: Immediate, Delayed, Deceased
- **When using 2-way radio, do NOT use names of injured or dead**

Closing Down:

- **Return equipment and unused supplies to Logistics**
- **Clean up first aid area – dispose of hazardous waste safely**
- **Complete all paperwork and turn into the Documentation Unit**

Forms

- **Triage tags**
- **First Aid log**

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

- **Check with Operations Chief for direction**
- **If directed, set up morgue area.**
 - Verify: Tile, concrete, or other cool floor surface accessible to Coroner's vehicle away from assembly area
 - Keep unauthorized persons out of morgue

Operational Duties:

- **After pronouncement or determination of death: Confirm that the person is actually dead**
- **Do NOT move the body until directed by Command Post**
 - Do Not remove any personal effects from the body; Personal effects must remain with the body at all times
- **As soon as possible, notify Operations Chief, who will notify the Command Post**
 - Command Post will attempt to notify law enforcement authorities of the location and, if know, the identity of the body
 - Law enforcement will notify the Coroner
- **Keep accurate records and make available to law enforcement and/or the Coroner when requested**
- **Write the following information on two tags:**
 - Date and time found
 - Exact location where found
 - Name of decedent if known
 - If identified: how, when, by whom
 - Name of person filling out tag
 - Attach one tag to body
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping**
 - Securely attach the second tag to the outside of the bag
 - Move the body to the morgue
- **Place any additional personal belongings found in a separate container and label as above**
 - Do NOT attach to the body, store separately near the body

Closing Down:

- After all bodies have been picked up, close down the morgue
- Return all equipment and unused supplies to Logistics
- Clean up area – Dispose of hazardous waste safely
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Tags, pens / pencils
- Trash bags
- Duct tape
- Plastic tarps
- 2-way radio *
- Wristbands
- Identification tags

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area

Operational Duties:

- **Check in with Operations Chief for situation briefing**
- **Assign personnel to assignments as needed**
- **If school is evacuating:**
 - Verify that the assembly area and routes to it are safe
 - Count the classrooms as they exit to make sure that all classes evacuate
- **Initiate the set-up of portable toilet facilities and hand washing stations**
- **Monitor the safety and well-being of the students and staff in the Assembly Area**
- **Administer minor first aid as needed**
- **Support the Student Release process**
- **When necessary, provide water and food to students and staff**
- **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease**
- **Make arrangements to provide shelter for students and staff**
- **Arrange activities and keep students reassured**
- **Update records of the number of students and staff in the assembly area (or in the buildings)**
- **Direct all requests for information to the PIO**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, closet out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest)**
- **2-way radio ***
- **First aid kit**
- **Water**
- **Food**
- **Sanitation supplies**

Student Activities:

- **Books, games, coloring books, etc.**

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

Certificated staff, school secretary, other available staff and disaster volunteers. Use buddy system. Student Release process may be supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates

Start-Up Actions:

- **Check with Operations Chief for assignment to Request Gate or Release Gate**
- **Obtain necessary equipment and forms from Logistics**
- **Secure area against unauthorized access**
 - Mark gates with signs
- **Set up Request Gate at the main student access gate**
 - Use alphabetical grouping signs to organize parent requests
- **Have Student Release Forms available for parents outside of fence at Request Gate**
 - Assign volunteers to assist
- **Set up Release Gate some distance from Request Gate**

Operational Duties:

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians

Refer all requests for information to the Public Information Officer (PIO). Do not spread rumors!

- If volunteers arrive to help, send them to Logistics

Procedures:

- **Requesting adult fills out Student Release Form; gives it to staff member and show identification**
- **Staff verifies identification**
 - Pull Emergency Card from file and verifies that the requester is listed on the card
- **Staff instructs the requester to proceed to the Release Gate**
- **Staff files the Emergency Card in the out box**
- **Runner takes form to the designated classroom evacuation site**

Note: If a parent refuses to wait in line, do NOT argue. Note time with appropriate comments on Emergency Card and place in box.

If student is with class:

- **Runner shows Student Release Form to the teacher**
- **Teacher marks box, "Sent with Runner"**
 - If appropriate, teacher sends parent copy of first aid form with runner
- **Runner walks student(s) to Release Gate**
- **Runner hands paperwork to release personnel**
- **Release staff matches student to requester**
 - Verify proof of identification
 - Ask requester to fill out and sign the lower portion of Student Release Form
 - Release student

- o Parents are given the notice of first aid care given, if applicable

If student is NOT with class:

- **Teacher makes appropriate notation on Student Release Form:**
 - o “Absent” if student was never in school that day
 - o “First aid” if student is in Medical Treatment Area
 - o “Missing” if student was in school, but now cannot be located
- **Runner takes Student Release Form to Command Post**
- **Command Post verifies student location if known and directs runner accordingly**
- **Parent should be notified of missing student status by a staff member and escorted to crisis counselor**
- **If student is in first aid, parent should be escorted to Medical Treatment Area**
- **If student was marked absent, parent will be notified by a staff member**

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Pens, stapler
- Boxes of Emergency Cards
- Parent Request Gate and Release Gate signs
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Signs for “Request Gate” and “Release Gate”

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource teams.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Assume the duties of all Planning/Intelligence positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the positions checklist**
- **Assist Incident Commander in writing Action Plans**

Closing Down

- **At the IC's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Planning/Intelligence positions have been accomplished**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Dry-erase pens
- Site map(s)
- Paper, pens

Forms:

- Emergency Time / Situation Report
- Staff and Student Accounting Form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Maintain time log of the incident noting all actions and reports**
- **Record content of all radio communications with District Emergency Operations Center (EOC)**
- **Log in all written reports**
- **File all reports for reference (file box)**
- **IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents**

Student and Staff Accounting:

- **Receive, record, and analyze Student Accounting forms**
- **Check off staff roster**
 - o Compute number of students, staff and others on campus for Situation Analysis; update periodically
- **Report missing persons and site damage to Command Post**
- **Report first aid needs to Medical Team Leader**

Closing Down

- **Collect and file all paperwork and documentation from deactivating sections**
- **Securely package and store these documents for future use**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Paper, pens
- Paper

Forms:

- Situation Report
- Operational Log

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

Situation Status (Map):

- **Collect, organize and analyze situation information**
- **Mark site map appropriately as related reports are received**
 - o This includes, but is not limited to, Search and Rescue reports and damage updates, giving a concise picture/status of campus
- **Preserve map – it is a legal document**
- **Use area-wide map to record information on major incidents, road closures, utility outages, etc.**
 - o This information may be useful to staff for planning routes home, etc.

Situation Analysis:

- **Provide current situation assessments based on analysis of information received**
- **Develop situation reports for the Command Post (CP) to support the action planning process**
- **Think ahead and anticipate situations and problems before they occur**
- **Refer all information request to the Public Information Officer (PIO)**

Closing Down

- **Close out all logs and turn all documents into Documentation**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- Site map of campus
- Map of county and local area
- File box(es)
- Paper, pens, dry erase markers

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Logistics

LOGISTICS

Responsibilities:

This section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Open supplies container or other storage facility**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Ensure that the Command Post and other facilities are set up as needed**

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist**
- **Coordinate supplies, equipment, and personnel needs with the Incident Commander**
- **Maintain security of supplies and equipment**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Logistics positions have been accomplished**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Open supplies container or other storage facility if necessary**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Set up the Command Post**

Operational Duties:

- **Maintain security of supplies and equipment**
- **Distribute supplies and equipment as needed**
- **Assist team members in locating appropriate supplies and equipment**
- **Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed**

Closing Down:

- **At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Deploy personnel as requested by the Incident Commander (IC)**
- **Sign in volunteers, making sure those volunteers are wearing I.D. badges**

Closing Down:

- **Ask volunteers to sign out**
- **At the Logistic Chief's direction, close out all logs and turn them in to the Documentation Unit**
- **Return all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Emergency supply inventory
- Assignment Log

Section: Logistics

COMMUNICATIONS

Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus 2-way radio, supported by student or disaster volunteer runners, and Disaster volunteer.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Communicate with district EOC per district procedures**
 - o At the direction of the Incident Commander (IC), report status of students, staff and campus, using Site Status Report Form
- **Receive and write down all communications from the district EOC**
- **Use runners as needed to deliver messages**
- **Maintain Communications Log:**
 - o Date
 - o Time
 - o Originator
 - o Recipient
- **Follow communications protocol**
 - o Do NOT contact the city directly if the district EOC is available
- **Direct the media or the public to the Public Information Officer (PIO)**
- **Monitor AM radio for local emergency news: KFI 640 AM**

Closing Down:

- **Close out all logs, message forms, etc. and turn them over to the Documentation Unit**
- **Return all equipment and unused supplies to Logistics**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- District 2-way radio *
- Tables and chairs
- File boxes, tote tray for outgoing messages
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Job descriptions clipboard and checklist
- Site Status Report
- Message forms

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing**

Operational Duties:

- **Assume the duties of all Finance/Administration positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Finance/Administration positions have been accomplished**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff**
- **Ensure that accurate records are kept of all staff members, indicating hours worked**
- **If district personnel not normally assigned to the site are working, be sure that records of their hours are kept**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records at information which relates to purchasing**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking purchases**
- **Support Logistics in making any purchases which have been approved by the Incident Commander**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

McAuliffe School
School Site Council Agenda
January 20, 2021
Meeting Location: Virtual Time: 2:30 – 3:30 p.m.

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Action Items

1. Approve minutes from November 19, 2020
2. Approve resignation of Ms. Sara Verona
3. Approve Comprehensive School Safety Plan
4. Approve Categorical Expenditures: None at this time.

III. Discussion/Information

1. Budget Reports by Funding Source
2. Training Topic:
 - Present school budget tied to SPSA
3. Local Control and Accountability Plan overview.
4. School Plan for Student Achievement (SPSA)
 - Continue reviewing and updating SPSA goals/actions
1. Reports from Parent Committees
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)
1. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
1. 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 Wednesday, February 17, 2021
3. Adjournment: Action Item

Escuela Primaria de McAuliffe
Agenda para el Concilio Escolar

20 de enero del 2021

Lugar: Por línea Horario: 2:30 – 3:30 p.m.

I. Procedimientos de introducción

1. Llamar al orden
2. Establecer el quórum
3. Saludo a la Bandera
4. Bienvenida y Presentar a los partícipes

II. Asuntos de Acción

1. Aprobar la Minuta de la reunión del 19 de noviembre
2. Aprobar Plan integral de seguridad escolar
3. Aprobar los gastos categóricos: No hay en este tiempo

III. Diálogo/Información

1. Reporte de los presupuestos de acuerdo al fondo
2. Tema de Capacitación:
 - Presentar el presupuesto escolar vinculado con las acciones del SPSA
2. Resumen de LCAP, plan local de control de rendición de cuentas
3. Plan Escolar Para Logros Estudiantiles (SPSA)
 - Continuar repasando y actualizando las metas/acciones del SPSA
4. Reportes de Comités de Padres
 - Comité Consejero Para Aprendices Del Idioma Inglés (ELAC)
 - Equipos de Acción Para Las Asociaciones Escolares (ATP)
 - Comité Consejero De Padres (PAC) [Comité del Distrito]
1. Reporte de Programas
 - Oportunidades para el Desarrollo Profesional (Paradocentes, Maestros)
 - Oportunidades Para La Participación De Padres y Familias
 - Intervenciones
1. Reporte del Director/a

IV. Sesión de Audiencia/Comentarios Públicos

Este artículo se pone en la agenda para que los miembros en asistencia tengan la oportunidad de presentar asuntos o preocupaciones que no estén en la Agenda. La presidencia se reserva el derecho de limitar el tiempo de exponer a tres minutos. La Sección 54954.2 del Código del Gobierno y la Sección 35145.5 del Código de Educación prohíben al Concilio dialogar o tomar acción sobre asuntos que no estén en la agenda.

V. Clausura

1. Desarrollo de la agenda para la próxima reunión
2. La próxima reunión SSC se ha programado para el miércoles, 17 de Febrero de 2021
3. Clausura: Asunto de Acción

**McAuliffe Elementary School
School Site Council
Minutes**

January 20, 2021

Meeting Location: Virtual Meeting online at: 4100 Golden Avenue, Riverside, CA 92505

Time: 2:30pm

I. Introductory Procedure

1. Call to Order – 2:31 pm
2. Establishment of Quorum: Quorum was established: G. Aguilar – principal, K. Gonzales – parent, J. Liang – parent, B. Rangel – parent, P. Wilson – teacher, L. Bringhurst – teacher, S. Vidana – Other Staff
3. Pledge of Allegiance: Recited
4. Welcome and Introductions: Gerardo Aguilar, Principal

II. Action Items

1. Approval of minutes from November 19, 2020
 - a. It is motioned/seconded to approve the minutes from November 19, 2020, (Gonzales/Rangel), (7-0-0)
2. Approval of the resignation of Ms. Sara Verona
 - a. It is motioned/seconded to approve the resignation of Ms. Sara Verona from SSC, (Gonzales/Vidana), (7-0-0)
3. Approval of Comprehensive School Safety Plan
 - a. Plan must be updated/revised each year
 - b. Consists of a committee to oversee the Comprehensive School Safety Plan that met in December to update/reverse the plan as needed
 - c. Update to Crime Assessment report for the description of the issues in the neighborhood with crime and the homeless situation
 - d. Order of Succession was updated as well (Command Center situations)
 - i. Who is in charge if something happens to Mr. Aguilar (Administrative Designees)
 - ii. Updated and added others that can step in should the need arise: Dr. Sharon Bennett, Ms. Stephanie Bradley, Mr. Kai Kruse
 - e. It is motioned/seconded to approve the Comprehensive School Safety Plan, (Wilson/Vidana), (7-0-0)
4. Approval of Categorical Expenditures: None at this time.

III. Discussion/Information

1. Budget Reports by Funding Source
 - a. Judy is out on medical leave right now so we don't have updated reports at this time
2. Training Topic:
 - a. Present school budget tied to SPSA

- i. Teachers have done some amazing work getting the kids tested with iReady and looking at the data
 - ii. Tabs for:
 - 1. Math Hybrid
 - 2. Math Virtual
 - 3. Language Arts Hybrid
 - 4. Language Arts Virtual
 - iii. Noted where students scored low for each teacher
 - iv. December/January assessment taken and check those that were on the list before to see their progress
 - v. Budget for Math:
 - 1. \$2409 for teacher compensation for interventions
 - 2. \$1250 for materials/copies for interventions
- 3. LCAP (Local Control Accountability Plan) Overview
- 4. School Plan for Student Achievement (SPSA)
 - a. Continue reviewing and updating SPSA goals/actions
 - 1. Goal 1
 - a. Interventions will be provided for those still needing help or improvement by way of tutoring (before or after school)
 - 2. Targeted group is English Learners and students with disabilities
 - ii. Goal 2
 - 1. Targeted groups are English Learners, RFEP and Social Economically Disadvantaged students
- 5. Reports from Parent Committees
 - a. English Learners Advisory Committee (ELAC)
 - i. No report at this time
 - b. Parent Group (ATP/PTO/PTA)
 - i. Cassese asked for any input for how to increase parent involvement
 - c. District Parent Advisory Committee (PAC)
 - i. Questions about assessments and groups of students having issues with them
- 6. Program Reports
 - a. Professional Development Opportunities (Paraprofessionals, Teachers)
 - i. Martha Martinez to do a training with all teachers about acquiring language for those struggling in English
 - ii. IReady training – Jan. 28th 3pm-5pm
 - 1. Teachers to be paid 2 additional hours for attending this training
 - b. Parent and Family Involvement Opportunities
 - i. Solicitation for any activities that could be offered for parent involvement
 - c. Interventions
 - i. Teachers who have volunteered to do Cassese, Reed, Milano, Gonzalez, O'Hara
 - ii. 2/15/21 - 4/30/21
- 7. Principal's Report
 - a. 75% done with replacing and painting paneling on the outside of the buildings
 - b. Fresh and clean paint

- c. Looking at replacing some of the covered walkways
- d. Trees have been trimmed
- e. New blacktop

IV. Hearing Session/Public Comments

- Any hopes for going back to school this school year asked by Kione Gonzales.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for Wednesday, February 17, 2021
3. Adjournment
 - a. It is motioned/seconded and carried to adjourn the meeting at 3:27 pm
(Gonzales/Wilson)(6-0-0)

Handouts Distributed/Shared During Meeting:

- Access granted to a Google Drive to access SPSA, and other items for the SSC Meetings since we are virtual

AB 1747

Comprehensive School Safety Plan

Myra Linn Elementary School

10435 Branigan Way, Riverside CA
(951) 358-1630

Table of Contents

Introduction.....	4
Continuity of Operations (COOP)	5
Guidelines for Plan Development.....	7
School Safety Committee	9
School Crime Assessment.....	10
Child Abuse Reporting and Prevention.....	13
Suspension and Expulsion and Due Process	17
Staff Notification of Dangerous Students	25
Campus Safety	26
School Discipline.....	29
Sexual Harassment Policy	34
Discrimination and Other Harassment Policy.....	35
Dress Code Policy	41
Drug Free Expectations.....	44
Parent Involvement Strategies	47
Collaboration Strategies	48
Prevention and Intervention Strategies	49
Procedures for Safe Ingress and Egress.....	51
Emergency Evacuation Routes and Procedures	52
Reunification	56
Emergency and Disaster Response Procedures.....	57
Earthquake	57
Fire.....	59
Power Outage / Rolling Blackouts	59
Communication	60
Security Alert	60
Lockout	61
Lockdown	61
Lockdown: Active shooter	63
Shelter-in-Place	65
Bomb Threat.....	66
Intruder on Campus.....	66
Hostage Situation	67
Poisoning, Chemical Spills, Hazardous Substances, Severe Weather	67
Hazardous Substances.....	68
Severe Weather	68

Drills.....	70
Medical Emergencies.....	71
Mass Casualty	74
Order of Succession	75
Incident Command Center	76
Emergency Operations Center – Team Assignments	77
Buddy Roster	78
Appendix – Incident Commander.....	80
Appendix – Safety Officer	82
Appendix – Public Information Officer (PIO)	83
Appendix – Liaison Officer	85
Appendix – Operations Chief.....	86
Appendix – Facility Check / Security.....	87
Appendix – Search and Rescue Team Leader	88
Appendix – Search and Rescue Teams	89
Appendix – Medical Team Leader	90
Appendix – Medical Team	92
Appendix – Medical Branch Morgue	93
Appendix – Student Care.....	94
Appendix – Student Release.....	95
Appendix – Planning / Intelligence Chief.....	97
Appendix – Documentation.....	98
Appendix – Situation Analysis	99
Appendix – Logistics	100
Appendix – Supplies / Facilities	101
Appendix – Personnel / Staffing	102
Appendix – Communications.....	103
Appendix – Finance / Administration	105
Appendix – Timekeeping	106
Appendix – Purchasing	107

Introduction

It is the policy of the Alvord Unified School District Board of Education that all students enrolled in this District, and all employees employed by this District, have the right to attend campuses, which are safe and secure.

The Board believes that a beginning step toward safer schools is the development of a comprehensive safety plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement and other first responder entities, and approved by the Board.

In order for the development of an effective Comprehensive School Safety Plan, the plan should address the needs of the school and students and consider three essential components (California Education Code §35294.21):

1. Assuring each student has a safe physical environment;
2. Assuring each student has a safe respectful, accepting, and emotionally nurturing environment; and
3. Developing each student's resiliency skills.

The School Site Safety Committee will review these safe school plans on an annual basis and proposed changes will be submitted to DTS by December 2020, approved by the School Site Council by January 2021, and submitted to the Board for approval by March 1, 2021.

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

The document is designed as a living document to be updated as necessary to meet site, district and community needs, forms, or requirements.

This document is NOT intended to be a “grab and go” guide in an actual emergency.

Continuity of Operations (COOP)

The U.S. Department of Education views a COOP as a program that ensures continued performance of essential functions across a full range of potential emergencies be they natural or man-made when a significant interruption of educational services occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- ☐ Emergency delegation of authority and an orderly line of succession, as necessary
- ☐ Safekeeping of essential personnel, resources, facilities, and vital records
- ☐ Emergency acquisition of resources necessary for business resumption
- ☐ The capability to perform critical functions remotely until resumption of normal operations

A school district's COOP plan should allow for its implementation anytime, with or without warning, during normal or after hours operations; provides full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption or normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Scope: It is the responsibility of Alvord Unified School District officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing recovery.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic business, and physical services when interrupted for an extended period of time following an incident.

Responsibilities: The delegation of authority and management responsibilities in the event of an incident follow the hierarchy outline in the Alvord Organizational Chart. Designate staff/faculty, in conjunction with the affected principal(s) and staff, will perform the essential functions as follows:

- ☐ **Superintendent / Principal**
 - Determine when to close schools, and/or send students/staff to alternate locations
 - Disseminate information internally to students and staff
 - Communicate with parents, media, and the larger school community
 - Identify a line of succession, including who is responsible for restoring which business functions for schools
- ☐ **Assistant Superintendent of Educational Services; Assistant Superintendent of Human Resources; Chief Business Officer**
 - Ensure systems are in place for rapid contract execution after an incident
 - Identify relocation areas for classrooms and administrative operations
 - Create a system for registering students (out of district or into alternative school)
 - Brief and train staff regarding their additional responsibilities
 - Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
 - Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests)

- Re-evaluate the curriculum, materials and instructional delivery methods as needed
- ☐ **Executive Director of Administrative Services; Operations Manager; Maintenance Manager**
 - Work with local and state government officials to determine when it is safe for students and staff to return to the school buildings and grounds
 - Manage the restoration of school buildings and grounds (e.g., debris removal, repairing, repainting, and/or landscaping)
 - Collaborate with private and public sector service providers and contractors
- ☐ **Business Services; Fiscal Services; School Secretary, School Office Staff**
 - Maintain inventory
 - Maintain essential records (and copies of records) including school's insurance policy
 - Ensure redundancy of records is kept at a different physical location
 - Secure classroom equipment, books, and materials in advance
 - Restore administrative and recordkeeping functions such as payroll, accounting and records
 - Retrieve, collect, and maintain personnel data
 - Provide accounts payable and cash management services
- ☐ **Counselors; School Psychologists; School Nurses and Health Assistants**
 - Establish necessary support services for student and staff/faculty
 - Implement additional response and recovery activities according to establish protocols
 - Collaborate with public and private providers
- ☐ **Food Service / Cafeteria Worker**
 - Determine how food services will resume
 - Support staff and volunteers as possible
- ☐ **Transportation (contracted through First Student)**
 - Provide emergency transportation services as needed
 - Assess and implement alternative transportation services that may be necessitated

Guidelines for Plan Development

Pursuant to California Education Code §35294 and Alvord Unified School District BP 0450, this document is designed to ensure compliance with the requirements of AB 1787. This Comprehensive School Safety Plan shall identify strategies and programs that will maintain a high level of school safety and address the schools' safety procedures and is required to contain the following elements:

- ☐ Assessment of school crime committed on school site/campus and at school-related functions (California Education Code §32282). The assessment may include
 - Data from California Healthy Kids Survey
 - Data on school suspensions, expulsions, and crime rates
 - Students, parents, and staff perceptions of school safety
- ☐ Child Abuse reporting procedures
- ☐ Policies pursuant to California Education Code §48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- ☐ Procedures to notify teachers and counselors of dangerous students
- ☐ Campus safety, including:
 - Weapons on campus
 - Campus visitors
 - COVID-19 considerations
- ☐ School discipline policies and procedures to prevent bullying, hazing, hate crime, and cyberbullying – including behavioral expectations and consequences
- ☐ Policy prohibiting discrimination, intimidation, sexual harassment, other harassment, and bullying (California Education Code §200.2624)
- ☐ School wide dress code policy
- ☐ Drug free school expectations
- ☐ Parent involvement strategies to support and reinforce school rules
- ☐ Collaborative relationships with organizations to prevent violence and crime
- ☐ Crisis prevention and intervention strategies, identify possible crises that may occur and determine tasks that need to be addressed, including:
- ☐ Routine and emergency disaster procedures including natural disasters such as earthquakes, human created disasters such as active shooter, or power outages. In addition, the following must be addressed:
 - Procedures for students with disabilities
 - Procedures for public agency use of facilities in the event of a disaster or emergency
 - Development of the site/campus evacuation plan, including opportunities for students and staff to practice the evacuation
- ☐ Procedures for safe ingress and egress of students, parents/visitors, and employees to and from school
- ☐ Procedures for responding to the release of hazardous substances on or near the site/campus

In the development of this Comprehensive School Safety Plan, the Safety Planning Committee shall be composed of:

- ☐ Principal or designee
- ☐ One teacher
- ☐ One classified employee
- ☐ One parent/guardian
- ☐ Other members as desired

In addition, the Committee shall consult with law enforcement and other local emergency providers in the development of the plan. The Committee shall provide a public meeting at the school site to allow members of the public to express an opinion of the plan (California Education Code §32288). Certain elements that are not designed for public knowledge or might be deemed detrimental to safety plans may be omitted from public review.

Existing law requires the School Site Council to consult with a representative from a law enforcement agency, the fire department, and other first responder entities in the writing and development of the comprehensive school safety plan and requires the comprehensive school safety plan and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The School Site Council or Safety Committee shall notify in writing, if available, the following persons and entities of a public meeting for comment on the plan (California Education Code §32288):

- ☐ A campus representative for CSEA
- ☐ A campus representative for AEA
- ☐ A representative from each parent organization at the school site
- ☐ A student body government representative, if applicable
- ☐ Any individual who has requested notification

Such strategies and assessments will ensure that a safe and orderly environment, conducive to learning is maintained. Such strategies will also ensure compliance with existing laws related to school safety. This plan outlines several elements critical to maintaining a safe school environment.

School Safety Committee

Every school campus should have an active School Site Safety Committee as directed by California Education Code and California School Boards Association policy. An active committee is crucial to ensuring a relevant and consistent safety education and emergency readiness training program on a campus. An effective School Site Safety Committee will see to it that emergency preparedness and school site safety does not slip through the cracks amid the everyday urgencies that arise daily on a school campus.

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a School Safety Committee. (California Education Code §35294.1)

The School Site Safety Committee shall be composed of the following members:

- ☐ Principal or designee,
- ☐ One teacher who is a representative of the recognized certificated employee organization;
- ☐ One classified employee who is a representative of the recognized classified employee organization;
- ☐ One parent/guardian whose child attends the school;
- ☐ Other members if desired. (California Education Code §35294.1)

Other members of the school or community may provide valuable insights as members of the School Safety Committee. Additional members may include:

- ☐ Local law enforcement (California Education Code §39294.1)
- ☐ Other local agencies, such as health care and emergency services, may be consulted if desired. (California Education Code §39294.2)
- ☐ Guidance counselor
- ☐ Special Education Department Chairperson
- ☐ One or more key community service providers
- ☐ Student representative(s)
- ☐ Disciplinary team member
- ☐ Staff leaders
- ☐ Additional parent representatives

School Crime Assessment

The School Safety Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (California Education Code §35924.2)

Based on data analysis, the School Safety Committee identifies potential challenges in order to create an effective Comprehensive Safety Plan. The objective is to provide meaningful data in order to improve the campus safety climate.

Crime / Community Data

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the Riverside Police Department and the Alvord Unified School District, shows the district's monthly statistics of the combined three School Resource Officers. This report reflects activity from August 08, 2019 – May 29, 2020.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	August 2019	September 2019	October 2019	November 2019	December 2019
Calls for service related to school site/staff	30	46	35	32	21
Reports taken	23	41	24	28	6
Felony Arrests	1	4	2	2	0
Misdemeanor Arrests	3	1	3	7	4
Citations Issued	0	2	0	0	0
Presentations/Meetings	8	6	2	1	0
Hours committed to AUSD related activities	408	480	552	360	280

Description	January 2020	February 2020	March 2020	April 2020	May 2020
Calls for service related to school site/staff	29	51	46	7	5
Reports taken	11	19	28	3	3
Felony Arrests	1	3	0	0	0
Misdemeanor Arrests	4	2	0	0	0
Citations Issued	0	2	0	0	0
Presentations/Meetings	2	4	2	0	0
Hours committed to AUSD related activities	350	450	80	30	30

The semi-annual report, which was submitted in compliance with the Memorandum of Understanding between the **Riverside County Sheriff's Department** and the Alvord Unified School District, shows the district's monthly statistics of the School Resource Officer. This report reflects activity from August 08, 2019 – May 29, 2020.

The Riverside County Sheriff's Department provides coverage to Villegas Middle School and Lake Hills Elementary. Statistics listed below are for those two schools only.

Due to the worldwide COVID-19 pandemic, schools in the Alvord Unified School District were closed beginning March 16, 2020 through the end of the 2019-2020 school year.

Description	October 2019	November 2019	December 2019	January 2020	February 2020	March 2020
Calls for service – written	1	1	4	0	1	1
Calls for service – non-written	6	6	4	8	6	4
Follow Ups	0	0	3	0	2	0
Assaults	0	0	1	0	0	0
Weapons: Knives	0	0	0	0	1	1
Kids with Guns Protocol	0	0	0	0	1	0
Students Counseled	5	5	5	5	5	4
School Presentations	1	1	0	1	0	0
Arrests: Infractions	0	0	3	0	0	0
5150 WIC Investigations	2	2	0	3	1	1
601 WIC	0	0	0	1	0	0
Other Incidents	3	3	2	0	0	0

Provide a narrative or summary statement explaining the assessment of the current status of school crime/vandalism committed on the school campus and at school-related functions from a review of school, district, and community crime data trends such as:

- Disciplinary Data
- Attendance Rates
- Property Damage Reports
- State, District or Site Surveys
- Students, Parents and Staff Perceptions of School Safety

Although the school crime and vandalism committed on our school campuses and at school related functions for the district are entered, no crimes were committed at MLES. The disciplinary data related to suspensions and expulsions shows a significant decrease from 23 suspensions in the year 2018-2019 to 4 suspensions in 2019-2020. This positive movement is due to the district's commitment to increase other means of correction and implementation of PBIS school-wide. No expulsions were reported.

The absenteeism report reflects kindergarten as the grade 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 \geq 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 \geq 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.

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: Kindergarten (0 responses), first grade (5 responses), second grade (30 responses), third grade (43 responses), fourth grade (55 responses), and fifth grade (43 responses). Students reported that they have enough to eat, they get help when they ask, and they get enough sleep. However, nearly a quarter of the students in fourth grade 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: First Grade- 100%, Second Grade- 80%, Third Grade- 70%, Fourth Grade- 65%, and Fifth Grade- 74%. Under the category of needing to speak with someone, the following data was collected by grades: in First Grade 50% of 2 scholars; Second Grade 60% of 30 scholars, Third Grade 30% of 55 scholars, Fourth Grade 50% of 55 scholars, and in Fifth Grade 42% of 43 scholars. The greatest are of need to reach out to someone presented itself among scholars in fourth 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 4. 3 Hispanic males and 1 Asian male. This is a significant decrease in comparison to 2018-2019 where 23 suspensions of males were carried out under the Hispanic or Latino category. This positive movement is due to the district and school site's commitment to increase other means of correction and implementation of PBIS school-wide. No expulsions were reported.

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 scholars in grades K-5 will have two ways in which to comply with the mandatory dress code for Myra Linn 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 scholars. All Myra Linn staff is responsible for assuring that all scholars 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 scholars is as follows:

- Scholars 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 at 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.
- scholars 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
- Scholars 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.

School Spirit Pays/Dress Up Days

Our school spirit shirt day is on Friday. From time to time we have dress up days. We will send home a notice advising scholars 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:

Myra Linn is committed to empowering parents by building partnerships through ELAC, SSC, ATP, and PTA. Parents are active participants in the development and agreement of its School Parental Involvement Policy and its school wide plan. Parents offer input and recommendations that are considered and reviewed during SSC meetings.

The adopted policies are disseminated on the school website, in the registration documents, during the Title 1 meeting, Back to School Night, ELAC, and SSC meetings.

1. Myra Linn Elementary School 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:

- Parents will provide input and recommendations to the policy at the English Language Advisory Committee (ELAC), and School Site Council (SSC)
- The Leadership Team will meet to review parental input and provide recommendations
- The School Site Council will review all input and approve the policy
- The revised policy will be translated and distributed to parents
- The policy will be shared and explained during the annual Title I meeting

2. Myra Linn Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:

- Parents will receive a copy of the policy during registration
- The policy will be reviewed during the Annual Title I Meeting and/or during Back to School Night
- Copies of the policy will be available in the main office

3. Myra Linn Elementary School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school:

- The policy will be reviewed annually by the ELAC, and SSC as well as the school Leadership Team
- Concerns regarding academic achievement, parental concerns, safety issues, and parent participation will prompt additional reviews of the policy

Collaboration Strategies

The following strategies are used to develop relationships and collaborate and partner with organizations and community to prevent violence and crime:

Myra Linn partners with our School Resource Officer to ensure that positive relationships are established between the community and law enforcement. Myra Linn 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 Myra Linn. The McKinley Youth-Family-Community Center partners with Myra Linn 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:

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

Kindness Week
Unity Day
College Week
Career Week
Weekly attendance meetings
AVID
Data Chats

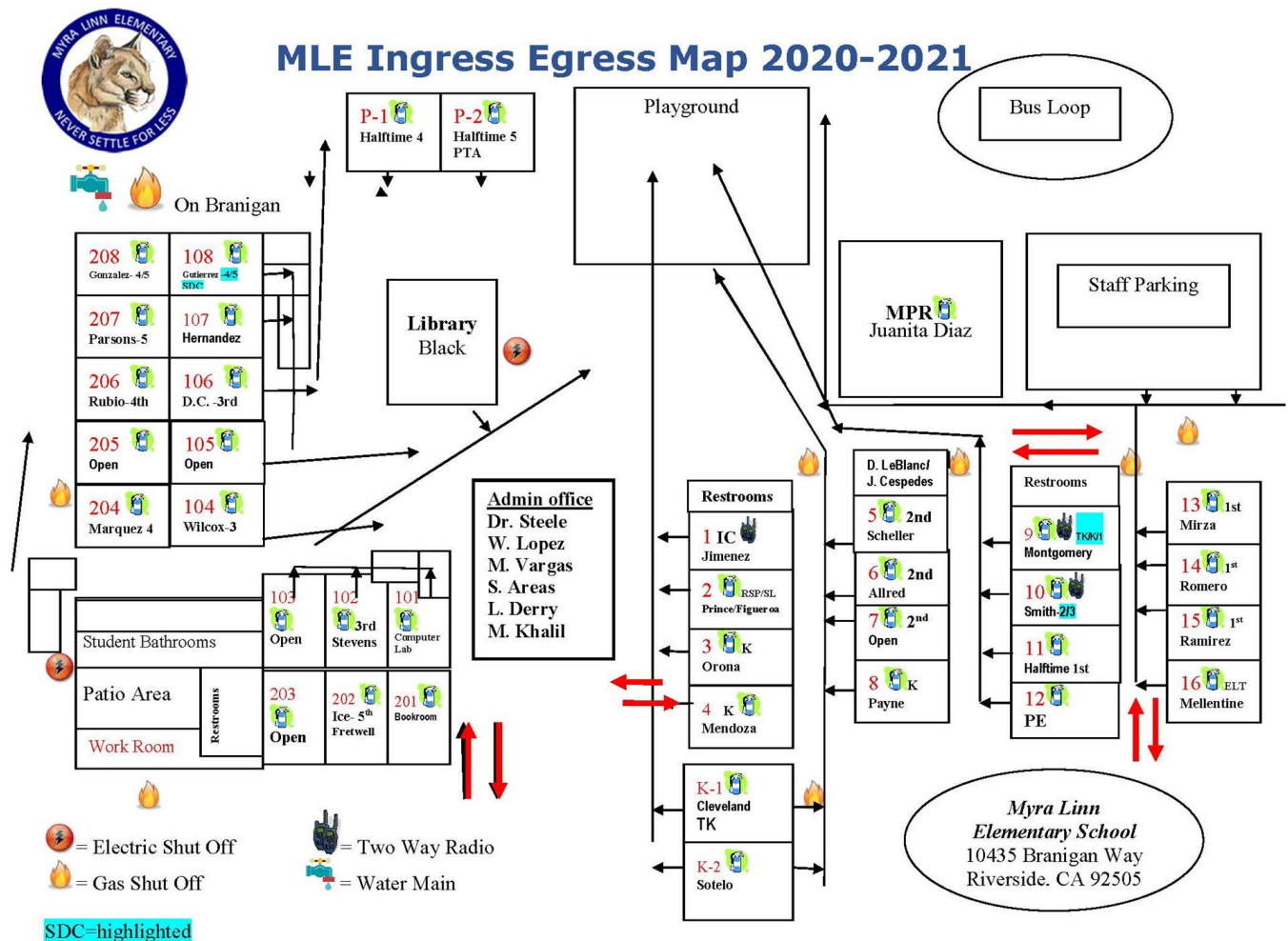
Procedures for Safe Ingress and Egress

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

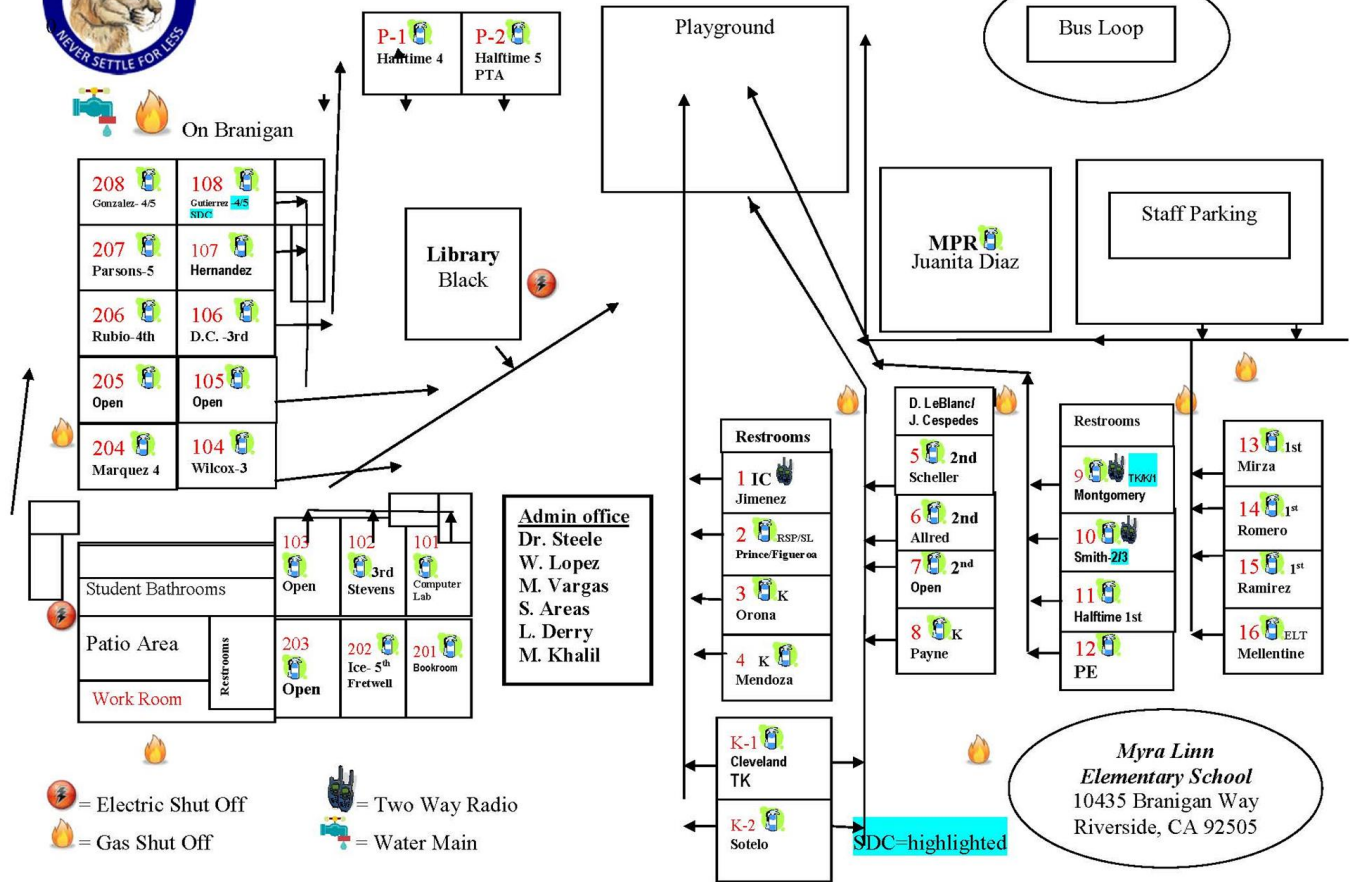
It is critical to make appropriate accommodations to ensure the safety of students and staff with special needs.

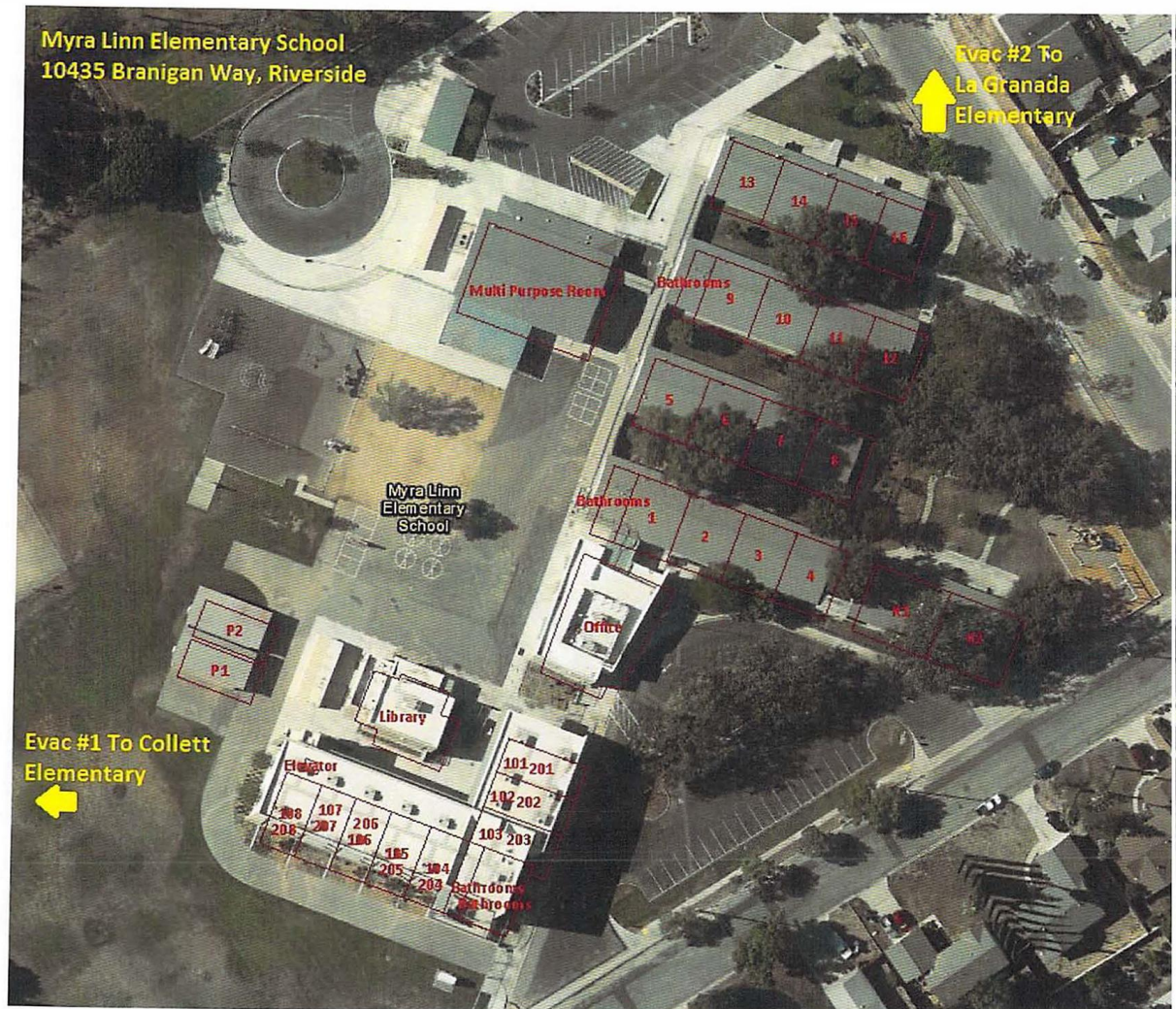
- ☐ **Identification**
 - Identify and document staff and students with special needs and the types of assistance required in an emergency.
 - Keep an up-to-date list of staff and students with special needs in the office and classroom emergency packet.
 - On the up-to-date list, highlight those with 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.



Scholars Assemble

Evacuation Map 2020-2021





Reunification

It is the responsibility of school personnel to assure the reunification of students with their parents/guardians or authorized adult through separate request and release gates. The student release process may be supported by student runners. Refer all requests for information to the Public Information Officer (PIO).

- ☐ Check with Operations Chief for assignment to Request Gate or Release Gate
- ☐ Obtain necessary equipment and forms from Logistics
- ☐ Secure area against unauthorized access.
 - Mark gates with signs.
- ☐ Set up Request Gate at the main student access gate.
 - Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside the fence at Request Gate.
 - Have enough Student Release Forms for every student
 - Assign volunteers to assist.
- ☐ Set up Release Gate some distance from Request Gate.

Follow procedures outlined below to ensure the safe reunification of students with the parents/guardians or authorized adult:

- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
- ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- ☐ Staff instructs the requester to proceed to the Release Gate.
- ☐ Staff files the Emergency Card in the "out box."
- ☐ Runner takes form to the designated classroom evacuation site.
- ☐ If a parent refuses to wait in line, do not argue
- ☐ Note the time with appropriate comments on the Emergency Card and place in "out box."

If student is WITH class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "Sent with Runner"
- ☐ If appropriate, teacher sends parent copy of First Aid Form with runner
- ☐ Runner walks student(s) to Release Gate
- ☐ Runner hands paperwork to release personnel
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student.
 - Parents are given the Notice of First Aid Care Given, if applicable

If student is NOT with class:

- ☐ Teacher makes appropriate notation on Student Release Form:
 - "Absent" if the student was never at school that day
- ☐ "First-Aid" if student is in Medical Treatment Area
- ☐ "Missing" if student was in school, but now cannot be located
- ☐ Runner takes Student Release Form to Command Post (CP)
- ☐ CP verifies student location if known and directs runner accordingly
- ☐ Parent should be notified of missing student status by a staff member and escorted to crisis counselor
- ☐ If student is in First Aid, parent should be escorted to Medical Treatment Area
- ☐ If student was marked absent, parent will be notified by staff member

Closing Down:

- ☐ At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- ☐ Complete all paperwork and turn into the Documentation Unit

Emergency and Disaster Response Procedures

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (California Education Code §32282)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.

Earthquake

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the Comprehensive School Safety Plan. (California Education Code §32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff;
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows;
3. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools;
4. Protective measures to be taken before, during, and following an earthquake;
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

Earthquake procedures in a building

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure.
 - a. **DROP** to the ground.
 - b. **COVER** the back of the neck with your hands. Seek protective cover under or near desks, tables, or chairs in a kneeling or sitting position. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
 - c. **HOLD** onto a table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. You should remain in the HOLD position until ground movement ends.
2. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
3. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake procedures while outside

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to move away from hazards such as buildings, trees, overhead power lines, power poles, or exposed wires.
2. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks.
3. Have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take attendance, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

- 1. The Principal or Designee will:**
 - o Order an evacuation if the fire alarm doesn't work
 - o Call 911
 - o Notify the Superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their attendance sheets to the evacuation site and take attendance.
5. Teachers will report any missing student(s) to their Team Supervisor/Administrator.
6. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., if necessary for evacuating, putting out the fire, etc.
7. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

The Principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the Fire Department by calling 911.
3. Notify the Superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

It is the district's intent that schools will remain open during a power outage.

There are several stages of alerts that are being broadcast over the radio:

- **STAGE 1 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- **STAGE 2 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a **STAGE 3 EMERGENCY**, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district.

During an outage

- ☐ Contact Maintenance and Operations immediately if your site is experiencing a blackout.
- ☐ Phones that require power from an electrical outlet will not work. Communication to the district office will need to be done by radio or cell phone.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ **DO NOT USE** candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Communication

Email Communication

- ☐ Communications with district crisis personnel is typically via email using the crisis email list for notifications whenever a call is place to request an ambulance, police officer, or fire department
- ☐ Crisis email lists are also used to notify district crisis personnel whenever a lockdown has been initiated for ANY reason
- ☐ The crisis email list only notifies district crisis personnel; it DOES NOT summon public safety officials for you
- ☐ After a call to 911 has been placed or a lockdown has been initiated, send the appropriate crisis email.
 - Do not wait until the situation has been resolved
 - The purpose of the crisis email is to alert certain staff members, alert the assigned school resource officers, and place district resources at your disposal should the need arise

Crisis Email Lists

The crisis email lists are:

- ☐ **Crisis – Ambulance:** To be used when a 911 call has been made to request an ambulance
- ☐ **Crisis – Fire:** To be used when a 911 calls has been made to the Fire Department
- ☐ **Crisis – Lockdown:** To be used when a site has initiated lockdown procedures for ANY reason
- ☐ **Crisis – Police:** To be used when a 911 call has been made for Police assistance

Security Alert

Purpose: The protocol will be followed if an event requires heightened security measures and/or greater presence of staff while still being at a lower level than a Lockout. The Security Alert protocol will allow for the teaching day to continue without disruption but allow for greater awareness of potential threats. School will dismiss at normal times and students may be checked in and out by parents and guardians. The Security Alert protocol can be initiated by the police department, the fire department, the school district or by the individual school site.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Security Alert. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Limit the number of students released from class.
2. Monitor the outside of the classroom for anything unusual. Immediately notify the office if you see anything unusual or suspicious.
3. Go about the teaching day, following the bell schedule.

Lockout

Purpose: To secure the school from outside events such as a police pursuit in the area or other hazardous situation. A Lockout is intended to prevent a potential community threat from entering campus. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds. A Lockout heightens school safety while honoring instructional time.

Notification: PA announcement will instruct staff to read their email. This email will have all the information about the Lockout. Runners will be sent to rooms with substitute teachers or staff without access to computers or email.

Actions:

1. Lock your classroom door.
2. You may allow students locked out of the room to come back in if they knock.
3. Take attendance and report any missing students and their location to the office.
4. Do not allow students to leave the room until the **ALL CLEAR** signal is given.
5. Continue teaching.
6. Be aware you may have to hold students in the room past normal breaks.
7. Bells will be turned off. If bells sound, ignore them unless instructed to follow the schedule by PA announcement.
8. Remain in Lockout status until **ALL CLEAR** is issued by law enforcement.

Lockdown

Purpose: To mitigate harm caused by an intruder by securing students and staff in locked rooms. Lockdown is implemented when the threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During Lockdown, students and staff are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or an **ALL CLEAR** signal is given by site administration.

Notification: PA announcement will state: **"We are in lockdown, please secure your rooms."** This will repeat three times.

Lockdown is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown requires closing and locking doors immediately after which no one is allowed to enter or exit. Shelter-in-Place allows for the free movement of staff and students within the classroom or office.

Principal/Site Administrator Actions:

- ☐ Assume Incident Command role and continue until relieved by law enforcement. Put on IC vest

- ☐ Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ☐ Designate assigned individual to lock all doors leading into administration building.
- ☐ Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.
- ☐ Contact school resource officer or other security personnel and provide available information.
- ☐ When able, alert Superintendent's office.
- ☐ RPD SROs have badge and key access to schools within their jurisdiction. Aerial maps of each school are in the trunks of each SROs patrol car. Sets of aerial maps for of each school are also kept with the supervising Lieutenant and Watch Commander. At the district office, a set of aerial maps are located in Student Services and with Administrative Services. Officers, as well as, their Lieutenant and Watch Commander have an aerial map of each school. RSO SRO has badge and key access to schools within their jurisdiction. Lake Hills Elementary School and Villegas Middle School have provided their SRO with maps of their campuses. Promenade Elementary School is under the jurisdiction of Corona Police Department. The school does not have a dedicated SRO. In the event of an emergency, Promenade will contact 911.
- ☐ According to site communication plan, provide periodic updates to staff via public address, e-mail, or other means. Continue updates even if there is no change in the situation.
- ☐ After the emergency has been neutralized, initiate **EVACUATION** or **ALL CLEAR** procedures as directed by law enforcement.
- ☐ Meet law enforcement at Incident Command Post.
- ☐ According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.
- ☐ If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Using **Mass Casualty Patient Tracking Sheet**, request victim identification and transport information. Complete tracking sheet for School Site Incident Commander. Only Coroner, police chaplain, or other public official should deliver official notification of deceased persons.
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

Staff Actions: If Students Are In Class At Time Of Lockdown:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
- ☐ Close and lock the door. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys to unlock door and clear the room.
- ☐ Exception: For elementary schools. You may allow entry to a student only if you can visually determine either through window, telephone/PA to a room with view of your door or through front office if security cameras pick up your room, that the student is alone and is unarmed. This is a judgement call on your part. The overriding concern must be for the safety of the larger number of people inside your room.
- ☐ Close blinds and turn off lights. If door has a window, cover with a pre-cut piece of heavy **black** construction paper.
- ☐ Instruct students to stay quiet and out of sight. Relocate against the **"Safe Wall,"** the wall least visible to the outside and most out of the line of fire. Control all cell phone activity (no outgoing or incoming calls).
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- ☐ If safe to do so, locate emergency packet including attendance rosters. Take attendance and document on appropriate form.
- ☐ Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ☐ If anyone is injured or wounded inside the room and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so. **Only** in the event that all available

channels of communication are disabled and the injury is life- threatening, slide Red Cross placard (found in the emergency packet) under the door.

- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Not In Class At The Time Of Lockdown:

- ☐ If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
- ☐ Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ☐ Do **not** chase students that run. Let them go.
- ☐ Do **not** go into rooms that cannot be secured and offer no way out.
- ☐ Students who find themselves in a room with no adult supervision should call the designated office number immediately. Visible instructions at every classroom phone provide additional **“Need to Know”** information.
- ☐ If sheltering inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to move to **“Safe Wall”** inside the room.
- ☐ Instruct students to stay quiet and out of sight. Control student cell phone activity (not outgoing or incoming calls)
- ☐ Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
- ☐ If anyone is injured or wounded and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
- ☐ If safe to do so, take attendance and document on appropriate form.
- ☐ If safe to do so and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE Or Activity Classes):

- ☐ Gather students together and organize into an orderly formation.
- ☐ Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
- ☐ Follow pre-arranged evacuation route to evacuation location.
- ☐ Upon arrival at the pre-arranged location, take attendance.
- ☐ By 2-way radio communication, cell phone, or other agreed-upon means, contact designated ICS Command to report class location and any absent or missing students.
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

For Those Staff Members Who Work in an Office or Auxiliary Space:

- ☐ Through drills and training, pre-determine and practice where staff can safely hide.
- ☐ Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.
- ☐ Be alert to opportunities to improve the safety of the situation (Barricade the door, move off campus, respond proactively).

Lockdown: Active shooter

Profile of an active shooter

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

How to respond when an active shooter is in your vicinity

Quickly determine the most reasonable way to protect your own life.

1. Run / Evacuate

If there is an accessible escape path, attempt to evacuate the premises.

Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

2. Hide Out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- ☐ Be out of the active shooter's view
- ☐ Provide protection if shots are fired in your direction
- ☐ Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- ☐ Lock the door
- ☐ Blockade the door with heavy furniture

If the active shooter is nearby:

- ☐ Lock the door
- ☐ Remain quiet. Silence your cell phone and/or pager.
- ☐ Turn off any source of noise (i.e., radios, televisions)
- ☐ Hide behind large items (i.e., cabinets, desks)

If evacuation and hiding out are not possible:

- ☐ Remain calm
- ☐ Dial 911, if possible, to alert police to the active shooter's location. If you cannot speak, leave the line open and allow the dispatcher to listen.

3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- ☐ Acting as aggressively as possible against them
- ☐ Throwing items and improvising weapons
- ☐ Yelling
- ☐ Committing to your actions

How to react when law enforcement arrives:

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- ☐ Remain calm, and follow officers' instructions.
- ☐ Put down any items in your hands (i.e., bags, jackets).
- ☐ Immediately raise hands and spread fingers. Keep hands visible at all times.
- ☐ Avoid making quick movements toward officers such as holding on to them for safety.
- ☐ Avoid pointing, screaming and/or yelling.
- ☐ Do not stop to ask officers for help or direction when evacuating. Proceed in the direction from which officers are entering the premises.

Information to provide to law enforcement or 911 Operator:

- ☐ Location of the active shooter
- ☐ Number of shooters, if more than one
- ☐ Physical description of shooter(s)
- ☐ Number and type of weapons held by the shooter(s)
- ☐ Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

Shelter-in-Place

Shelter-in-Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter-in-Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff, if appropriate:

- ☐ Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
- ☐ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
- ☐ Advise students to remain sheltered until the **ALL CLEAR** signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

The person receiving the bomb threat will:

- ☐ Attempt to gain as much information as possible when the threat is received.
- ☐ Do not hang up on the caller.
- ☐ Use the "**Bomb Threat Checklist**" form as a guide to collect the information needed. Ask direct, specific questions about the threat. Keep the caller on the phone as long as possible.
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the site administrator of the threat received. Complete the **Bomb Threat Checklist** form.
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger bomb).

Administrator will (if necessary):

- ☐ Call 911.
- ☐ Notify Superintendent's Office
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.
- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification. Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite them to accompany you to the office.

- ☐ If the intruder refuses to respond to your requests, inform them of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on the playground or school grounds during breakfast, lunch time or recess:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to cafeteria/gym.
- ☐ Issue **SHELTER-IN-PLACE** or **LOCKDOWN** announcement, as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ☐ Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that they would be facing if they left the classroom. The intruder may perceive themselves as being sane.
- ☐ If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ☐ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and STAY CALM.
- ☐ If and when possible, call Administration and/or 911

Poisoning, Chemical Spills, Hazardous Substances, Severe Weather

Poisoning:

If a student ingests a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Health Services Office and Superintendents' Office.

Chemical spills:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and personnel.
- ☐ Determine whether to initiate Shelter-in-Place Protocol.
- ☐ Secure the area (block points of entry).
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent and Administrative Services **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call Maintenance and Operations and/or Administrative Services. The cleanup will be coordinated through a designated contractor as determined by Maintenance and Operations.

Hazardous Substances

Hazardous Substances include, but are not limited to, the following:

- Lacquer Thinner
- Gasoline/Diesel Fuel
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Airborne Gases/Fumes
- Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources.
- Shut off main emergency switch to fuel pump, if appropriate.
- Move appropriate fire extinguishing equipment to area.
- If possible, contain the spill to prevent further contamination.
- Evacuate students and staff away from contamination area, if appropriate. Move uphill, upwind, or upstream, if possible.

Severe Weather

Lightning

- ☐ Immediately seek shelter indoors if you cannot count to 30 after seeing a flash of lightning and hearing a crack of thunder.
- ☐ Close windows and blinds. Move everyone away from windows.
- ☐ Take attendance. List any missing students or staff members and their possible locations.
- ☐ Students and staff should be kept indoors until 30 minutes after the last thunder clap is heard.
- ☐ Call 911 if any student or staff member is struck by lightning.

High Heat

Weather conditions vary from one end of the district to the other. To this end, high heat warnings issued out of the district office may not always apply to your particular school location. Each site is encouraged to monitor weather related occurrences locally. There are online tools such as Weather Underground (www.wunderground.com), Weather Bug (www.weatherbug.com), the National Weather Service (www.weather.gov) to name just a few and most have apps for the various smartphones available. This puts the information needed directly into your hands relative to making a sound

decision for calling an inclement weather schedule, which has always been and still is, at the site's discretion. In extreme circumstances, such as Very High or Dangerous risk levels (98° and above) a Shelter-in-Place order may be justified.

The following guidelines are for high temperature incidents. Keep in mind that the heat index is a combination of temperature and humidity.

Heat Guidelines

When the heat index temperatures are rated as being "High" (80°-98°), the following precautions should be observed:

- ☐ Students and staff shall be encouraged to wear light clothing
- ☐ Students and staff physical activity, both indoors and outdoors shall be limited
- ☐ Students and staff shall be encouraged to remain in areas protected from the sun
- ☐ Students and staff shall be encouraged to drink large amount of liquids

Poor Air Quality

In the event of poor air quality (smoke, heavy smog) the Air Quality Management District (AQMD) will notify the district and that information will then be forwarded to school sites and appropriate departments of the district. When the school are notified of a smoke alert, either by AQMD or the City of Riverside or the County of Riverside Department of Emergency Management outdoor activities should be kept at a minimum.

Recommendations Regarding Air Quality

- ☐ **Unhealthful Air – PSI (Pollutant Standards Index) of 100:** At this unhealthful level, susceptible individuals, such as those with heart or lung disease, asthma, or some other type of compromised respiratory system, should minimize outdoor activity.
- ☐ **Unhealthful Air – Health Advisory Episode – PSI of 138:** At this unhealthful level, everyone, including healthy adults and children, should avoid prolonged, vigorous outdoor exercise. Susceptible individuals, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should avoid outdoor activity.
- ☐ **1st Stage Episode – PSI of 200:** At this very unhealthful level, everyone, including healthy adults and children, should avoid vigorous outdoor exercise. Susceptible persons, especially those with heart or lung disease, asthma, or some other type of compromised respiratory system, should stay indoors.

Curtailment of Physical Activity of Students during Smog Episode and/or High Heat Level Period

- ☐ **Notification and Dissemination**
 - If a notification of a predicted smog or smoke episode for the following day is received before the end of the school day and/or staff working day, principals and supervisors shall advise staff members present. School staff shall be prepared to modify programs requiring students' prolonged or strenuous physical activities on the day of the predicted smog episodes.
 - Upon receipt of notification that a smog episode has occurred, each principal or designee shall be responsible for notifying all students and staff members present at their site that an episode has been declared. The principal or designee shall be responsible for notifying employees working in the gymnasium, cafeteria and custodial rooms.
 - Once a smog or smoke episode has been declared and the notification transmitted to the school offices, the procedures required by these regulations shall remain in effect until notification has been received in the principal's office that the episode has ended.

Drills

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to their knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that the students and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Drop, Cover and Hold procedures:

- ☐ **DROP** down on the floor.
- ☐ Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ **HOLD** onto the furniture and be prepared to move with it.
- ☐ Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuations shall occur when directed over the loud speaker by the Principal or designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students and staff shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take attendance once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. Upon sounding of the **ALL CLEAR**, students and staff return to their appropriate classroom and the teacher takes attendance once more. Missing students are reported to the attendance office.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the **S.T.A.R.T.** (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities	
Highest Priority - RED TAG	
1.	Airway and breathing difficulties
2.	Cardiac arrest
3.	Uncontrolled or suspected severe bleeding
4.	Severe head injuries
5.	Severe medical problems
6.	Open chest or abdominal wounds
7.	Severe shock
Second Priority - YELLOW TAG	
1.	Major multiple fractures
2.	Back injuries with or without spinal cord damage
Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

S.T.A.R.T Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- ☐ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ☐ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ☐ If absent, open airway to see if breathing begins
- ☐ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ☐ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ☐ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ☐ Use the capillary refill test and check radial (wrist) pulse
- ☐ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ☐ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ☐ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ☐ Use simple commands/tasks to assess
- ☐ If patient cannot follow simple commands, tag **RED**
- ☐ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**. This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Automated External Defibrillator (AED)

The three comprehensive high school sites are equipped with an Automated External Defibrillator (AED). Effective AED programs are designed to deliver a shock to a victim within three to five minutes after the person collapses. AEDs can be placed near elevators, cafeterias, main reception areas, in secured or restricted access areas, and on walls in main corridors. The AEDs are located in the following areas:

NA

Operation Summary

1. Confirm patient is unconscious, no breathing, no pulse.
2. Turn on the AED and follow the voice & visual prompts.
3. Attach electrode pads to patient's bare chest (male or female) as indicated.
4. Stop CPR and do not touch patient while AED analyzing.
5. Deliver a shock by pressing flashing red light if indicated.
6. Continue 2 minute cycles with CPR between shocks if victim is still not breathing until help arrives.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and call 911 for local emergency services.
 - o Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if problem will continue or if it is over.
- ☐ Notify Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.

Order of Succession

The public has the right and need to know important information related to an emergency or disaster at the school site as soon as it is available. The Principal/Designee will act as the office spokesperson for the school site in an emergency situation. As such, all inquiries must be directed to the Principal/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Principal/Designee.

The Superintendent/Designee will act as the official spokesperson for the District in an emergency situation. As such, all inquiries must be directed to the Superintendent/Designee. Under no circumstances should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

The news media can play a key role in assisting the school site dissemination emergency or disaster related information to the public. Representatives of new media are, therefore, treated with the respect warranted for the role. Each site needs to identify on its Site Disaster/Emergency Preparedness Map a pre-established Media Reporting Check-In location.

Questions from news representatives are answered completely and truthfully to the extent possibly from information available; however, issues of confidentiality need to be considered as well as legal issues, chain reactions, and emotional impact.

Again, under no circumstance should staff release any information regarding the situation without first clearing it with the Superintendent/Designee.

Order of Succession

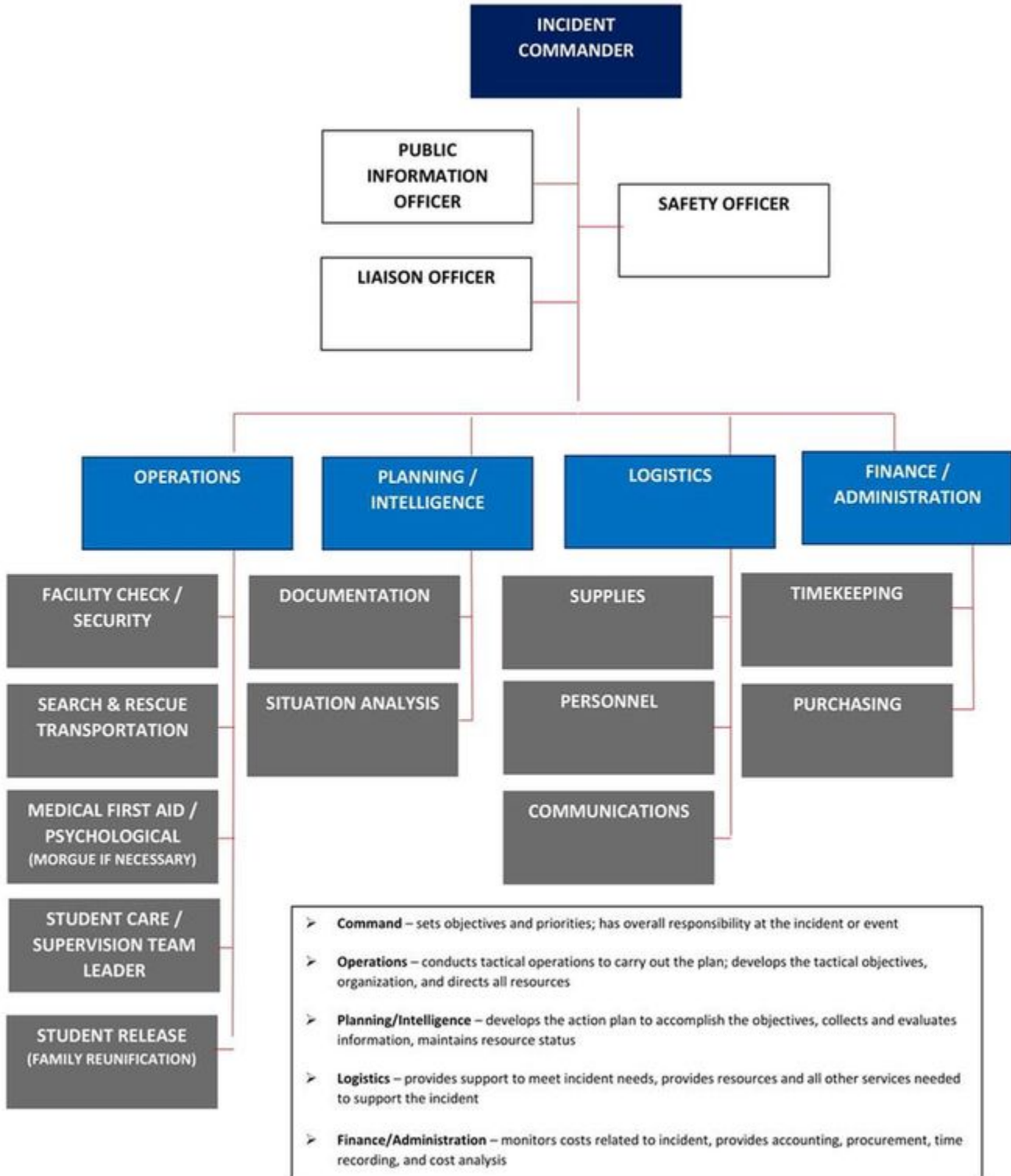
In case of the Incident Commanders absence or injury at the time of an emergency/disaster, there must be an order of succession at each school site. The order of succession for the Incident Commander Center will be:

1. Principal – Dr. Theresa Steele-Principal
2. Administrative Designee – Wendy Lopez
3. Administrative Designee/Other – Griselda Jimenez
4. Administrative Designee/Other – Kristy Orona

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 – Dr. Theresa Steele-Principal

Incident Commander – Kristy Orona-Teacher

Safety Officer – Griselda "Grace" Jimenez- Instructional Coach

Liaison Officer – Wendy Lopez-Assistant Principal/ Theresa Steele-Principal

Public Information Officer – Dr. Theresa Steele-Principal

OPERATIONS

Operations Chief – David Gonzalez- Teacher

Facility Check / Security Lead – Doug LeBlanc-Custodian

Search and Rescue Team / Transportation Lead – Mary Khalil- Psychologist

(Team members assigned as needed for search and rescue and transportation to First Aid)

Medical First Aid / Psychologist Team Lead – Alice Stevens-Teacher

(Other site personnel will be added to this team depending on need)

Student Care / Supervision Lead – Sharina Prince-Teacher

(Teachers and paraeducators start on this team until staff and student accountability is complete or unless otherwise assigned)

Student Release Team Lead – Aracelis "Shelly" Areas-Attendance Clerk

(Other staff added as needed)

PLANNING / INTELLIGENCE

Planning / Intelligence Chief – Leticia Parsons-Teacher

Documentation – Jessica Hernandez- Speech and Language Pathologist

(Additional staff as needed for documentation and/or runners)

Situation Analysis – Nicolas Gutierrez-Teacher

LOGISTICS

Logistics Chief – Sharina Prince-Teacher/ Doug LeBlanc-Custodian

Supplies Lead – Rosio Hernandez-Counselor

Personnel – Theresa Steele-Principal/ Wendy Lopez-Assistant Principal

Communications – Theresa Steele- Principal

(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 – Maria Vargas- Secretary

Timekeeping – Aracelis "Shelly" Areas-Attendance Clerk

Purchasing – Maria Vargas-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:
Gonzalez (208)	Parsons (207)
Rubio (206)	Marquez (204)
Gutierrez (108)	Hernandez (107)
Davis-Clemmons (106)	Wilcox (104)
Stevens (102)	Ice (202)
Jimenez (1) Mellentine (16)	Prince (2)
Orona (3) Payne (8)	Mendoza (4)
Cleveland (K-1)	Sotelo (K-2)
Scheller (5)	Allred (6)
Montgomery (9)	Smith (10) Hernandez (11)
Mirza (13) Romero (14)	Ramirez (15)
Steele, Lopez, Maria	Areas, Derry, Khalil

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.

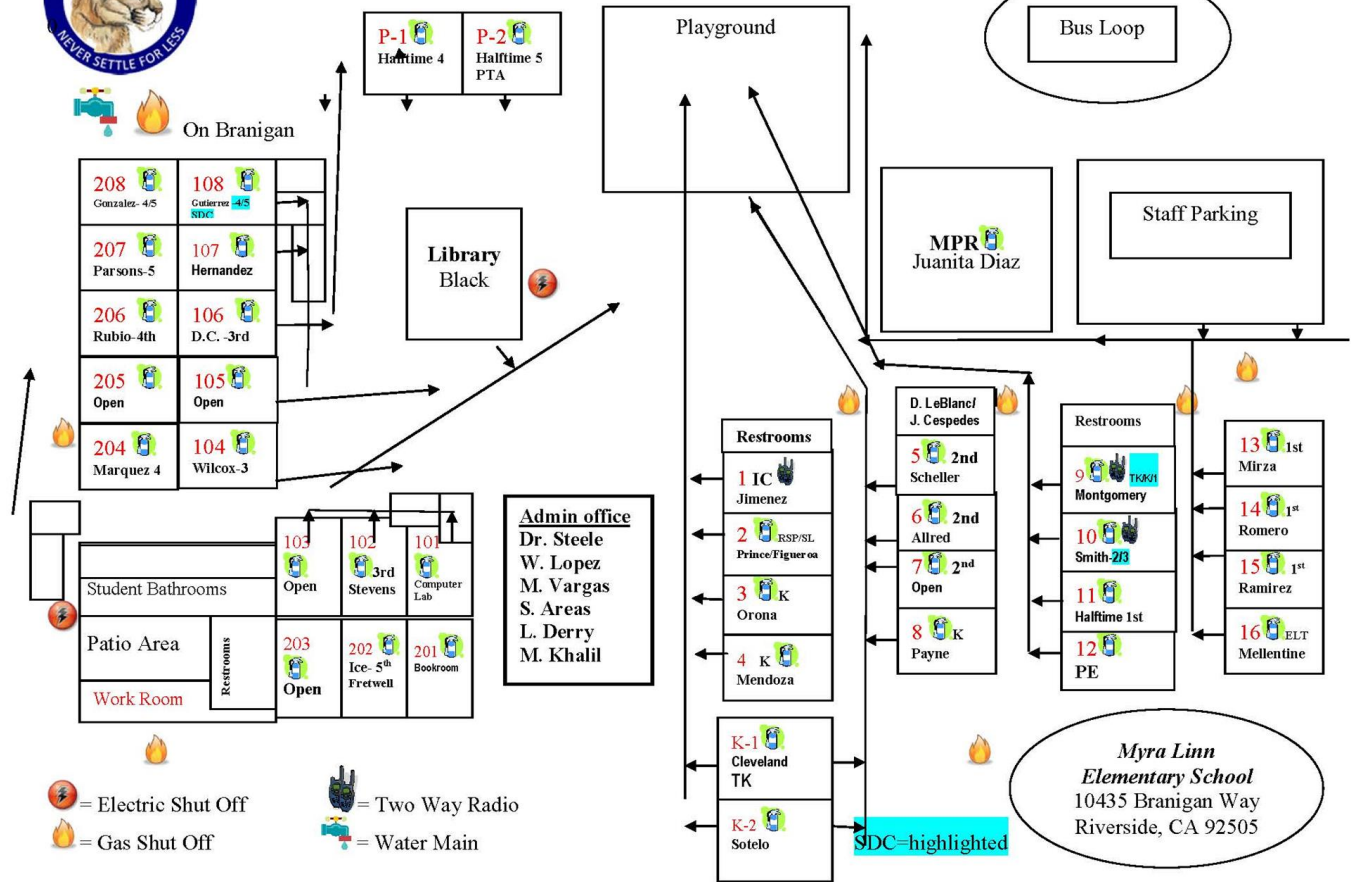
Even though employees have a team assignment for purposes of this plan, each employee must be prepared to fill another role if called on to do so during an actual emergency.

Staging Areas



Scholars Assemble

Evacuation Map 2020-2021



Appendix – Incident Commander

Section: Command

INCIDENT COMMANDER

The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus

- **Assess type and scope of emergency**
- **Determine threat to human life and structures**
- **Implement emergency/disaster plan and hazard specific procedures**
- **Develop and communicate an incident action plan with objectives and a time frame to meet those objectives**
- **Activate functions (assign positions) as needed**
 - Fill in Incident Command Structure (ICS) organizational chart
 - Appoint back-up or an alternate IC
- **Continue to monitor and assess total school situation:**
 - View site map periodically for Search & Rescue progress and damage assessment information
 - Check with Section Chiefs for periodic updates
 - Reassign personnel as needed
- **Report (through Communications) to District Office on status of students, staff, campus as needed (Site Status Report)**
- **Develop and communicate revised incident action plans as needed**
- **Begin student release when appropriate**
 - No student should be released until student accounting is complete
 - Never send students home before the end of the regular school day unless directed by the Superintendent except individuals on request of parent/guardian
- **Authorize release of information**
- **Utilize your back-up IC: plan and take regular breaks 5-10 minutes/hour away from the CP**
- **Plan regular breaks for all staff and volunteers**
- **Release teachers as appropriate per District guidelines**
 - By law, during a disaster, teachers become “Disaster Service Workers”
- **Remain on and in charge of your campus until redirected or released by the Superintendent of designee**

Closing Down:

- **Authorize deactivation of sections, branches, or units when they are no longer required**
- **At the direction of the Superintendent or designee, deactivate the entire emergency response**
 - If Fire Department or other outside agency call an “ALL CLEAR,” contact the District before taking any further action
- **Ensure that any open actions not yet completed will be taken care of after deactivation**
- **Ensure the return of all equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit
- **Proclaim termination of the emergency and proceed with recovery operations as necessary**

Command Post Equipment / Supplies:

- Campus map

- ALL job descriptions on a clipboard
- Master keys
- Staff and student rosters
- School district radio (Emergency radio)
- Disaster response forms
- Campus 2-way radios
- Emergency / disaster plan
- AM / FM radio (battery)
- Bullhorn
- Tables and chairs (if CP is outdoors)

Appendix – Safety Officer

Section: Command

SAFETY OFFICER

The Safety Officer ensure that all activities are conducted in as safe a manner as possible under the circumstances which exist.

- **Check in with Incident Commander for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log**
 - o Maintain all required records and documentation to support the history of the emergency or disaster
 - o Document:
- **Messages received**
- **Action taken**
- **Decision justification and documentation; Requests filled**
- **Monitor drills, exercises, and emergency response activities for safety**
- **Identify and mitigate safety hazards and situations**
- **Stop or modify all unsafe operations**
- **Ensure that responders use appropriate safety equipment**
- **Think ahead and anticipate situations and problems before they occur**
- **Anticipate situation changes, such as severe aftershocks, in all planning**
- **Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions**

Closing Down:

- **When authorized by the IC, deactivate the unit and close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit
- **Return equipment and reusable supplies to Logistics**

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Public Information Officer (PIO)

Section: Command

PUBLIC INFORMATION OFFICER

The public has the right and need to know important information related to emergencies/disasters at the school site as soon as it is available.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, they will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the District PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

New conferences and press releases must be approved by the District PIO before release.

- **Determine a possible “news center” site as a media reception area**
 - o Locate away from the Command Post and students
 - o Get approval from the Incident Commander (IC)
- **Identify yourself as the “PIO”**
- **Consult with District PIO to coordinate information release**
- **Assess situation and obtain statement from IC; tape record if possible**
- **Advise arriving media that the site is preparing a press release and approximate time of its issue**
- **Open and maintain a position log of your actions and all communications**
 - o If possible, take media briefings
 - o Keep all documentation to support the history of the event
- **Keep up-to-date on the situation:**
 - o Incident or disaster cause and time of origin
 - o Size and scope of the incident
 - o Current situation – condition of school site, evacuation progress, care being given, injuries, student release locations, etc.
- **Do NOT release any names**
 - o Resources in use
 - o Best routes to school if known and appropriate
 - o Any information school wishes to be released to the public
- **Read statements if possible**
- **When answering questions, be complete and truthful, always considering confidentiality and emotional impact.**
 - o Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
 - o Avoid use of the phrase “no comment.”
- **Remind school site / staff volunteers to refer all questions from media or waiting parents to the PIO**
- **Update information periodically with IC**
- **Ensure announcements and other information are translated in other languages as needed**
- **Monitor news broadcasts about incident**
 - o Correct any misinformation heard

Closing Down:

- **At the Incident Commander’s direction, release PIO staff no longer needed**
 - o Direct staff members to sign out through Finance / Administration

- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - o Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- ☐ Position identifier (safety vest)
- ☐ Job description clipboard
- ☐ Battery operated AM / FM radio
- ☐ Paper, pencils, marking pens
- ☐ School site map(s) and area maps
- ☐ 2-way radio *

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Command

LIAISON OFFICER

The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

- **Check in with Incident Commander (IC) for situation briefing**
- **Determine your personal operating location and set up as necessary**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Open and maintain a position log.**
 - Maintain all required records and documentation to support the history of the emergency or disaster
- **Brief Agency Representatives on current situation, priorities and incident action plan**
- **Ensure coordination of efforts by keeping IC informed of agencies' actions plans**
- **Provide periodic update briefings to Agency Representatives as necessary**

Closing Down:

- **At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **Close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- 2- way radio *
- Job description clipboard
- Clipboard, paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Operations Chief

Section: Operations

OPERATIONS CHIEF

The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security; Search and Rescue; Medical; Student Care/Student Release.

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**
- **Assume the duties of all operations positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**
- **If additional supplies or staff is needed for the Operations Sections, notify Logistics.**
 - When additional staff arrive, brief them on the situation and assign them as needed
- **Coordinate Search and Rescue operations**
 - Appoint Search and Rescue Team Leader to direct their operations if necessary
- **As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander**
- **Inform the Incident Commander regarding tasks and priorities**
- **Make sure that the operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities**
- **Schedule breaks and reassign operations staff within the section as needed**

Closing Down:

- **At the Incident Commander's direction, release operations staff no longer needed**
 - Direct staff members to sign out through Finance / Administration
- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- Position identifier (safety vest)
- Job description clipboard
- Search and Rescue equipment including 2-way radio *
- School site map

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

FACILITY CHECK / SECURITY

Take no action that will endanger yourself

- **Wear hard hat and orange identification vest if available**
- **Take appropriate tools, job description clipboard, and radio**
- **As you do the following, observe the campus and report any damage by radio to the Command Post ***
- **Lock gates and major external doors if needed**
- **Locate / control / extinguish small fires as necessary**
- **Check gas meter and, if gas is leaking, shut down gas supply**
- **Shut down electricity only if building has clear structural damage or advised to do so by the Command Post**
- **Post yellow caution tape around damaged or hazardous areas**
- **Verify that campus is “locked down” and report same to Command Post**
- **Advise Command Post of all actions taken for information and proper logging**
- **Be sure that the entire campus has been checked for safety hazards and damage**
- **No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety**
- **Route fire, rescue, police, etc. as appropriate**
- **Direct all requests for information to the Public Information Officer (PIO)**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by IC, deactivate the section and close out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest), hard hat, work gloves and whistle**
- **Job description clipboard**
- **2- way radio**
- **Master keys / Goggles, flashlight, dust masks, yellow caution tape, and shut-off tools**

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Team Leader

Section: Operations

SEARCH AND RESCUE TEAM LEADER

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first
- **Obtain all necessary equipment**
- **Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response**
- **Assign teams based on available manpower, minimum 2 persons per team**

Perform visual check of outfitted team leaving Command Post; include radio check. Teams should be wearing sturdy shoes and safety equipment.

- **Record names and assignments before deploying teams**
- **Dispatch teams to known hazards or situations**
 - o Send specific map assignment with each team
- **Remain at the Command Post in radio contact with Search and Rescue Team**
- **Record all teams' progress and reports on site map, keeping others at Command Post informed of problems**
 - o When a room is reported clear, mark a "C" on the map
- **If injured students are located, consult Operations Chief for response**
 - o Utilize Transport Teams or send a First Aid Team
- **Record exact location of damage and triage tally on map**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple ***
 - o Do not use codes
- **10-codes or police codes**

Closing Down:

- **Record the return of each Search and Rescue team**
 - o Direct them to return equipment and report for additional assignment to Logistics
- **Provide logs and other relevant documents to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- Job description clipboard
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Search and Rescue Teams

Section: Operations

SEARCH AND RESCUE TEAMS

Buddy System: Minimum of 2 persons per team

- ☐ Take no action that might endanger you
- ☐ Do not work beyond your expertise
- ☐ Use appropriate safety gear
- ☐ Size up the situation first

- **Obtain all necessary equipment. See list below.**
- **You should be wearing sturdy shoes and long sleeves**
- **Check in at Command Post for assignment**

Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.

Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. Be aware of the possibility of aftershocks.

- **Use chalk to make a “slash” mark on the door when entering the room**
- **Check under desks and tables.**
 - o Search visually and vocally
 - o Listen
- **When leaving each room, make another “slash” on the door to form an “X”**
- **When an injured victim is located, team transmits location and condition of injured to Command Post.**
 - o Do NOT use names of students or staff
 - o Follow directions from Command Post
- **Record exact location of damage and triage tally and report to Command Post**
 - o I = Immediate assistance needed
 - o D = Delayed assistance
 - o X = Dead
- **Keep radio communication brief and simple – Do NOT use codes ***

Closing Down:

- **Record equipment to Logistics**
- **Provide maps and logs to the Documentation Unit**

Equipment / Supplies:

- Position identifier (safety vest), hard hat, work and latex gloves and whistle with master keys on lanyard
 - o One member wears first aid backpack
- 2- way radio
- Map indicating search plan
- Teams carry bucket or duffle bag with goggles, flashlight, dust masks, pry bar, pencils, duct tape, masking tape, chalk
 - o Use chalk or masking tape to make a “slash”

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Operations

MEDICAL TEAM LEADER

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

- **Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs**
- **Make personnel assignments**
 - If possible, assign a minimum of:
 - **2 people to Triage**
 - **2 to Immediate Medical Attention**
 - **2 to Delayed Attention**
 - **2 to Psychological**
 - **Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles**
 - Obtain equipment and supplies
- **Assess available inventory of supplies and equipment**
- **Review safety procedures and assignments with personnel**
- **Establish point of entry (“Triage”) into treatment area**
- **Establish “Immediate” and “Delayed” treatment areas**
- **Set up a separate Psychological first aid area if staff levels are sufficient**

Operational Duties:

- **Oversee care, treatment, and assessment of patients**
- **Ensure caregiver and rescuer safety**
- **Make sure that accurate records are kept**
- **Provide personnel response for injuries in remote locations or request Transport Team from Logistics**
- **If needed, request additional personnel from Logistics**
 - Brief newly assigned personnel
- **Report deaths immediately to the Operations Chief**
- **Keep Operations Chief informed of overall status**
- **Set up morgue, if necessary, in cool, isolated, secure area**
- **Stay alert for communicable diseases and isolate appropriately**

Closing Down:

- **At the Incident Commander’s direction, release Medical staff no longer needed**
- **Direct staff members to sign out through Finance / Administration**
- **Record equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, deactivate the section and close out all logs.**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Job description clipboard**
- **Emergency first aid supplies kit**
- **Clipboards, pens, pencils, marking pens**
- **2-way radio ***

- Blankets
- Tables and chairs
- Ground cover / tarps
- Staff and student medication from the Health Office
- Wristbands
- Identification tags

Forms

- First aid care log
- Personnel assignment form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Medical Team

Section: Operations

MEDICAL TEAM

Use approved safety equipment and techniques. Obtain and wear personal safety equipment including latex gloves. Check with Medical Team Leader for assignment.

Operational Duties:

- **Administer appropriate first aid**
- **Keep accurate records of care given**
- **Continue to assess victim at regular intervals**
- **Report deaths immediately to Medical Team Leader**
- **If and when transport is available, do final assessment and document on triage tag (if available).**
 - Keep and file records for reference – Do NOT send with victim

Triage Entry Area:

- **Staff with a minimum of 2 trained team members, if possible**
- **One member confirms triage category, attaches triage tag, and directs to proper treatment area**
 - I = Immediate assistance needed
 - D = Delayed assistance
 - X = Dead
 - No treatment takes place at this station
 - Assess victim's condition if not tagged or identified
- **Second team member log victims' names on form and sends forms to Command Post as completed**

Treatment Areas – “Immediate” and “Delayed”

- **Staff with minimum of 2 team members per area, if possible**
- **One member completes secondary head-to-toe assessment**
- **Second member records information on triage tag and on-site treatment records**
 - Follows categories: Immediate, Delayed, Deceased
- **When using 2-way radio, do NOT use names of injured or dead**

Closing Down:

- **Return equipment and unused supplies to Logistics**
- **Clean up first aid area – dispose of hazardous waste safely**
- **Complete all paperwork and turn into the Documentation Unit**

Forms

- **Triage tags**
- **First Aid log**

Appendix – Medical Branch Morgue

Section: Operations

MEDICAL BRANCH MORGUE

Personnel to be assigned by the Operations Chief if needed

Start-Up Actions:

- **Check with Operations Chief for direction**
- **If directed, set up morgue area.**
 - Verify: Tile, concrete, or other cool floor surface accessible to Coroner's vehicle away from assembly area
 - Keep unauthorized persons out of morgue

Operational Duties:

- **After pronouncement or determination of death: Confirm that the person is actually dead**
- **Do NOT move the body until directed by Command Post**
 - Do Not remove any personal effects from the body; Personal effects must remain with the body at all times
- **As soon as possible, notify Operations Chief, who will notify the Command Post**
 - Command Post will attempt to notify law enforcement authorities of the location and, if know, the identity of the body
 - Law enforcement will notify the Coroner
- **Keep accurate records and make available to law enforcement and/or the Coroner when requested**
- **Write the following information on two tags:**
 - Date and time found
 - Exact location where found
 - Name of decedent if known
 - If identified: how, when, by whom
 - Name of person filling out tag
 - Attach one tag to body
- **If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping**
 - Securely attach the second tag to the outside of the bag
 - Move the body to the morgue
- **Place any additional personal belongings found in a separate container and label as above**
 - Do NOT attach to the body, store separately near the body

Closing Down:

- After all bodies have been picked up, close down the morgue
- Return all equipment and unused supplies to Logistics
- Clean up area – Dispose of hazardous waste safely
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Tags, pens / pencils
- Trash bags
- Duct tape
- Plastic tarps
- 2-way radio *
- Wristbands
- Identification tags

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Care

Section: Operations

STUDENT CARE

Personnel:

Classroom teachers, substitute teachers, and staff as assigned

Responsibilities:

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area

Operational Duties:

- **Check in with Operations Chief for situation briefing**
- **Assign personnel to assignments as needed**
- **If school is evacuating:**
 - Verify that the assembly area and routes to it are safe
 - Count the classrooms as they exit to make sure that all classes evacuate
- **Initiate the set-up of portable toilet facilities and hand washing stations**
- **Monitor the safety and well-being of the students and staff in the Assembly Area**
- **Administer minor first aid as needed**
- **Support the Student Release process**
- **When necessary, provide water and food to students and staff**
- **Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease**
- **Make arrangements to provide shelter for students and staff**
- **Arrange activities and keep students reassured**
- **Update records of the number of students and staff in the assembly area (or in the buildings)**
- **Direct all requests for information to the PIO**

Closing Down:

- **Return equipment and reusable supplies to Logistics**
- **When authorized by Incident Commander, closet out all logs**
 - Provide logs and other relevant documents to the Documentation Unit

Equipment / Supplies:

- **Position identifier (safety vest)**
- **2-way radio ***
- **First aid kit**
- **Water**
- **Food**
- **Sanitation supplies**

Student Activities:

- **Books, games, coloring books, etc.**

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Student Release

Section: Operations

STUDENT RELEASE

Personnel:

Certificated staff, school secretary, other available staff and disaster volunteers. Use buddy system. Student Release process may be supported by student runners.

Responsibilities:

Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates

Start-Up Actions:

- **Check with Operations Chief for assignment to Request Gate or Release Gate**
- **Obtain necessary equipment and forms from Logistics**
- **Secure area against unauthorized access**
 - Mark gates with signs
- **Set up Request Gate at the main student access gate**
 - Use alphabetical grouping signs to organize parent requests
- **Have Student Release Forms available for parents outside of fence at Request Gate**
 - Assign volunteers to assist
- **Set up Release Gate some distance from Request Gate**

Operational Duties:

Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians

Refer all requests for information to the Public Information Officer (PIO). Do not spread rumors!

- If volunteers arrive to help, send them to Logistics

Procedures:

- **Requesting adult fills out Student Release Form; gives it to staff member and show identification**
- **Staff verifies identification**
 - Pull Emergency Card from file and verifies that the requester is listed on the card
- **Staff instructs the requester to proceed to the Release Gate**
- **Staff files the Emergency Card in the out box**
- **Runner takes form to the designated classroom evacuation site**

Note: If a parent refuses to wait in line, do NOT argue. Note time with appropriate comments on Emergency Card and place in box.

If student is with class:

- **Runner shows Student Release Form to the teacher**
- **Teacher marks box, "Sent with Runner"**
 - If appropriate, teacher sends parent copy of first aid form with runner
- **Runner walks student(s) to Release Gate**
- **Runner hands paperwork to release personnel**
- **Release staff matches student to requester**
 - Verify proof of identification
 - Ask requester to fill out and sign the lower portion of Student Release Form
 - Release student

- o Parents are given the notice of first aid care given, if applicable

If student is NOT with class:

- **Teacher makes appropriate notation on Student Release Form:**
 - o “Absent” if student was never in school that day
 - o “First aid” if student is in Medical Treatment Area
 - o “Missing” if student was in school, but now cannot be located
- **Runner takes Student Release Form to Command Post**
- **Command Post verifies student location if known and directs runner accordingly**
- **Parent should be notified of missing student status by a staff member and escorted to crisis counselor**
- **If student is in first aid, parent should be escorted to Medical Treatment Area**
- **If student was marked absent, parent will be notified by a staff member**

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics
- Complete all paperwork and turn into the Documentation Unit

Equipment / Supplies:

- Job description clipboard
- Pens, stapler
- Boxes of Emergency Cards
- Parent Request Gate and Release Gate signs
- Signs for alphabetical grouping to organize the parents (A-F, etc.)
- Empty file boxes to use as out boxes
- Signs for “Request Gate” and “Release Gate”

Forms:

- Student Release Forms (one for every student)

Appendix – Planning / Intelligence Chief

Section: Planning / Intelligence

PLANNING / INTELLIGENCE CHIEF

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource teams.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Assume the duties of all Planning/Intelligence positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the positions checklist**
- **Assist Incident Commander in writing Action Plans**

Closing Down

- **At the IC's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Planning/Intelligence positions have been accomplished**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Dry-erase pens
- Site map(s)
- Paper, pens

Forms:

- Emergency Time / Situation Report
- Staff and Student Accounting Form

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Documentation

Section: Planning / Intelligence

DOCUMENTATION

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

- **Maintain time log of the incident noting all actions and reports**
- **Record content of all radio communications with District Emergency Operations Center (EOC)**
- **Log in all written reports**
- **File all reports for reference (file box)**
- **IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records – they are legal documents**

Student and Staff Accounting:

- **Receive, record, and analyze Student Accounting forms**
- **Check off staff roster**
 - o Compute number of students, staff and others on campus for Situation Analysis; update periodically
- **Report missing persons and site damage to Command Post**
- **Report first aid needs to Medical Team Leader**

Closing Down

- **Collect and file all paperwork and documentation from deactivating sections**
- **Securely package and store these documents for future use**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- File box(es)
- Paper, pens
- Paper

Forms:

- Situation Report
- Operational Log

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Appendix – Situation Analysis

Section: Planning / Intelligence

SITUATION ANALYSIS

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintains accurate site map. Provides ongoing analysis of situation and resource status.

Start-Up Actions:

- **Check in with Planning/Intelligence Chief for situation briefing**
- **Obtain necessary equipment and supplies from Logistics**
- **Put on position identifier (safety vest)**

Operational Duties:

Situation Status (Map):

- **Collect, organize and analyze situation information**
- **Mark site map appropriately as related reports are received**
 - o This includes, but is not limited to, Search and Rescue reports and damage updates, giving a concise picture/status of campus
- **Preserve map – it is a legal document**
- **Use area-wide map to record information on major incidents, road closures, utility outages, etc.**
 - o This information may be useful to staff for planning routes home, etc.

Situation Analysis:

- **Provide current situation assessments based on analysis of information received**
- **Develop situation reports for the Command Post (CP) to support the action planning process**
- **Think ahead and anticipate situations and problems before they occur**
- **Refer all information request to the Public Information Officer (PIO)**

Closing Down

- **Close out all logs and turn all documents into Documentation**
- **Return equipment and reusable supplies to Logistics**

Equipment Supplies:

- Job description clipboard
- 2-way radio *
- Site map of campus
- Map of county and local area
- File box(es)
- Paper, pens, dry erase markers

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Section: Logistics

LOGISTICS

Responsibilities:

This section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Open supplies container or other storage facility**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Ensure that the Command Post and other facilities are set up as needed**

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist**
- **Coordinate supplies, equipment, and personnel needs with the Incident Commander**
- **Maintain security of supplies and equipment**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Logistics positions have been accomplished**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

SUPPLIES / FACILITIES

Responsibilities:

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Open supplies container or other storage facility if necessary**
- **Put on position identifier (safety vest)**
- **Begin distribution of supplies and equipment as needed**
- **Set up the Command Post**

Operational Duties:

- **Maintain security of supplies and equipment**
- **Distribute supplies and equipment as needed**
- **Assist team members in locating appropriate supplies and equipment**
- **Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed**

Closing Down:

- **At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned**
- **Secure all equipment and supplies**

Equipment / Supplies:

- **Job description clipboard**
- **2-way radio ***

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- **Inventory of emergency supplies on campus**

Section: Logistics

PERSONNEL / STAFFING

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Deploy personnel as requested by the Incident Commander (IC)**
- **Sign in volunteers, making sure those volunteers are wearing I.D. badges**

Closing Down:

- **Ask volunteers to sign out**
- **At the Logistic Chief's direction, close out all logs and turn them in to the Documentation Unit**
- **Return all equipment and supplies**

Equipment / Supplies:

- Job description clipboard
- 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Emergency supply inventory
- Assignment Log

Section: Logistics

COMMUNICATIONS

Responsibilities:

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus 2-way radio, supported by student or disaster volunteer runners, and Disaster volunteer.

Start-Up Actions:

- **Check in with Logistics Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Open log(s) to list staff, volunteers, and students who are awaiting assignment**

Operational Duties:

- **Communicate with district EOC per district procedures**
 - o At the direction of the Incident Commander (IC), report status of students, staff and campus, using Site Status Report Form
- **Receive and write down all communications from the district EOC**
- **Use runners as needed to deliver messages**
- **Maintain Communications Log:**
 - o Date
 - o Time
 - o Originator
 - o Recipient
- **Follow communications protocol**
 - o Do NOT contact the city directly if the district EOC is available
- **Direct the media or the public to the Public Information Officer (PIO)**
- **Monitor AM radio for local emergency news: KFI 640 AM**

Closing Down:

- **Close out all logs, message forms, etc. and turn them over to the Documentation Unit**
- **Return all equipment and unused supplies to Logistics**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- District 2-way radio *
- Tables and chairs
- File boxes, tote tray for outgoing messages
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Job descriptions clipboard and checklist
- Site Status Report
- Message forms

Appendix – Finance / Administration

Section: Finance / Administration

FINANCE / ADMINISTRATION CHIEF

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Incident Commander (IC) for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping and/or purchasing**

Operational Duties:

- **Assume the duties of all Finance/Administration positions until staff is available and assigned**
- **As staff is assigned, brief them on the situation and supervise their activities**

Closing Down:

- **At the Incident Commander's direction, deactivate the section and close out all logs**
- **Verify that closing tasks of all Finance/Administration positions have been accomplished**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Appendix – Timekeeping

Section: Finance / Administration

TIMEKEEPING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records and information which relate to personnel timekeeping**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff**
- **Ensure that accurate records are kept of all staff members, indicating hours worked**
- **If district personnel not normally assigned to the site are working, be sure that records of their hours are kept**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Forms:

- Staff Duty Log

Section: Finance / Administration

PURCHASING

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start-Up Actions:

- **Check in with Finance/Administration Chief for situation briefing**
- **Put on position identifier (safety vest)**
- **Locate and set up work space**
- **Check in with the Documentation Clerk to collect records at information which relates to purchasing**

Operational Duties:

- **Meet with Finance/Administration Chief to determine process for tracking purchases**
- **Support Logistics in making any purchases which have been approved by the Incident Commander**

Closing Down:

- **Close out all logs**
- **Secure all documents and records**

Equipment / Supplies:

- Job description clipboard
- Site 2-way radio *
- Paper, pens

* Remember: If you are not acknowledged, you have not been heard. Repeat your radio transmission, being aware of other simultaneous transmissions.

Myra Linn Elementary School
School Site Council Agenda
December 15, 2020 @ 2:30

Meeting Location Join Zoom Meeting <https://zoom.us/j/92592494426?pwd=ckpnc29qRkhXcklKSUhZa0c0TEZmdz09>

Meeting ID: 925 9249 4426 Passcode: 685953 One tap mobile

+1 669 900 6833,,92592494426#,,,,,0#,,685953# US (San Jose)

+1 253 215 8782,,92592494426#,,,,,0#,,685953# US (Tacoma)

Dial by your location

+1 669 900 6833 US (San Jose)

Meeting ID: 925 9249 4426

Passcode: 685953

Find your local number: <https://zoom.us/j/92592494426?pwd=ckpnc29qRkhXcklKSUhZa0c0TEZmdz09>

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 10/26/2020

Motion	
Second	
All in Favor	
Any Opposed	

2. Approve Expenditures for November

Motion	
Second	
All in Favor	
Any Opposed	

3. SSC Bylaws Amendments takes affect December 30th: **Article VIII Policy of Nondiscrimination and Equity**

- Alvord Unified School District, and this School Site Council, prohibit unlawful discrimination targeting an individual, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality,

11/09/20

national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics."

Motion	
Second	
All in Favor	
Any Opposed	

4. Approve Comprehensive School Safety Plan

Motion	
Second	
All in Favor	
Any Opposed	

III. Discussion/Information

1. Budget Reports by Funding Source
2. [LCAP Overview](#)
3. Training Topics:
 - [District Parent Involvement Policy](#) : input/ comments
 - [Uniform Complaint Procedures](#) : input/ comments
 - [Williams Act Notice to Parents, Guardians, Pupils, and Teachers](#): input/ comments
 - Current School Accountability Report Card
4. School Plan for Student Achievement (SPSA)
 - Review/analyze achievement data input/ comments
 - Evaluate effectiveness of SPSA actions input/ comments
 - Begin reviewing and updating SPSA goals/actions input/ comments
5. Reports from Parent Committees-Document **feedback loop between committees and SSC**
 - English Learners Advisory Committee (ELAC)
 - Action Team for Partnership (ATP)
 - District Parent Advisory Committee (PAC)-**If PAC representative does not attend, review the information from the previous PAC mtg.**
6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers)
 - Parent and Family Involvement Opportunities
 - Interventions
7. Local Control and Accountability Plan (LCAP)-**Document input from SSC**
8. Principal's Report

IV. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for January 25th, 2021
3. Adjournment: Action Item

Myra Linn Elementary School

School Site Council Sign-In Sheet

December 15, 2020 @ 2:30

Meeting Location Join Zoom

Meeting [https://zoom.us/j/92592494426?pwd=ckpnc29qRkhXcklK
SUhZa0c0TEZmdz09](https://zoom.us/j/92592494426?pwd=ckpnc29qRkhXcklKSUhZa0c0TEZmdz09)

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
Dr. Theresa Steele	<i>Theresa Steele</i>	Principal	
Arcelia Mendoza	<i>Arcelia Mendoza</i>	Classroom Teacher	
Kristy Orona	<i>Kristy Orona</i>	Classroom Teacher	
Grace Jimenez	<i>Grace Jimenez</i>	Classroom Teacher	
Mary Khalil	<i>Mary Khalil</i>	Other Staff	Secretary
PARENTS/ COMMUNITY MEMBERS			
Rosa Gomez *	<i>Rosa Gomez</i>	Parent/Community Member	
Francisco Cervantes*	<i>Francisco Cervantes</i>	Parent/Community Member	President
Esther Hernandez*	<i>Esther Hernandez</i>	Parent/Community Member	
Maribel Camacho**		Parent/Community Member	
Margarita Ruiz**		Parent/Community Member	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title

Myra Linn Elementary School
School Site Council Minutes
December 15, 2020 @ 2:30

Meeting Location Join Zoom Meeting <https://zoom.us/j/92592494426?pwd=ckpnc29qRkhXcklKSUhZa0c0TEZmdz09>

Meeting ID: 925 9249 4426 Passcode: 685953 One tap mobile

+1 669 900 6833,,92592494426#,,,,,0#,,685953# US (San Jose)

+1 253 215 8782,,92592494426#,,,,,0#,,685953# US (Tacoma)

Dial by your location

+1 669 900 6833 US (San Jose)

Meeting ID: 925 9249 4426

Passcode: 685953

Find your local number: <https://zoom.us/j/92592494426?pwd=ckpnc29qRkhXcklKSUhZa0c0TEZmdz09>

I. Introductory Procedure

1. Call to Order: at 2:35
2. Establishment of Quorum:

Dr. Theresa Steele	<i>Theresa Steele</i>	Principal	
Arcelia Mendoza	<i>Arcelia Mendoza</i>	Classroom Teacher	
Kristy Orona	<i>Kristy Orona</i>	Classroom Teacher	
Grace Jimenez	<i>Grace Jimenez</i>	Classroom Teacher	
Mary Khalil	<i>Mary Khalil</i>	Other Staff	Secretary
PARENTS/ COMMUNITY MEMBERS			
Rosa Gomez *	<i>Rosa Gomez</i>	Parent/Community Member	
Francisco Cervantes*	<i>Francisco Cervantes</i>	Parent/Community Member	President
Esther Hernandez*	<i>Esther Hernandez</i>	Parent/Community Member	

3. Pledge of Allegiance:
 - **Led by Dr. Steele**
4. Welcome and Introductions:
 - **Dr. Steele introduced all members**

II. Action Items

1. Approve minutes from 10/26/2020

Motion	Rosa Gomez
Second	Mary Khalil
All in Favor	8
Any Opposed	0

2. Approve Expenditures for November

Motion	Rosa Gomez
Second	Mary Khalil
All in Favor	8
Any Opposed	0

3. SSC Bylaws Amendments takes effect December 30th: **Article VIII Policy of Nondiscrimination and Equity**

- **Dr. Steele presented and asked if anyone had questions or comments. No questions or comments.**

Alvord Unified School District, and this School Site Council, prohibit unlawful discrimination targeting an individual, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics."

Motion	Rosa Gomez
Second	Grace Jimenz
All in Favor	8
Any Opposed	0

4. Approve Comprehensive School Safety Plan:

- **Dr. Steele presented the safety plan. And reviewed different sections of the plan:**
- **See Table of Contents and Safety Plan for review.**
- **Dr. Steele asked if there was any input/ concerns/ questions. There were none.**
- **Dr. Steele asked for a motion to approve the plan.**

Motion	Rosa Gomez
Second	Grace Jimenez
All in Favor	8
Any Opposed	0

III. Discussion/Information

1. Budget Reports by Funding Source: See presentation attached. Dr. Steele asked if there were any questions or concerns. None.
2. [LCAP Overview](#): Presentation was given by Dr. Steele
This is like a district SSC because it is an entity where you can give your input and parents can be involved.
Needs are given and then prioritized. See presentation attached.
Dr. Steele asked for input and comments: None were given.
3. Training Topics:
 - [District Parent Involvement Policy](#) :
 - Dr. Steele presented and reviewed. No input or comments.
 - [Uniform Complaint Procedures](#) :
 - Dr. Steele presented and reviewed. No input or comments were given.
 - [Williams Act Notice to Parents, Guardians, Pupils, and Teachers](#):
 - Dr. Steele presented and reviewed.
 - Esther Hernandez asked why students did not receive math books.
 - Math 1st-2nd has consumables and 3rd-5th has a hard book. Some teachers use this and their students are using this as supplemental.
 - Teachers are teaching the standards and use The Coherent Guide to Mathematics Instruction.
 - All teachers are using this to guide their instruction.
 - Esther said so students are only using the internet and not books.
 - Dr. Steele stated that teachers are guided by the Coherent Guide to Mathematics and the state standards and teachers use programs as they fit into their teaching and learning. Once the district adopts a new math program, teachers will use the new math program.
 - Rosa: The children have not been taught correctly?
 - Dr. Steele: No. Teachers are teaching the standards and Guided by the Coherent Guide to Mathematics. Not by the book because it was adopted before the new standards. We just purchased Wonders. And the Coherent Guide was just recently developed. Teachers are going to training to train them on the Guide and our Instructional COach has been presenting Math PD that goes along with the guide and standards.
 - Krsity Orona: Parents have opportunities to give your input through the LCAP. The district would love your opinion. The standards are the guiding forces for teachers teaching and we instruct this way because we have the key standards.
 - Rosa asked if the funds that we used last year are not the same this year.
 - Dr. Steele: The funding we had last year shifted like we have talked about. Now our funding has shifted to other programs for virtual

learning or other items that teachers and students need to learn from home.

- Esther Hernandez: Isn't Kami free?
- Dr. Steele- No.
- Kristy Orona- Kindergarten and First grade noted what students needed to learn and we were able to receive those supplies.
- Current School Accountability Report Card: Presented and reviewed by Dr. Steele. All but the FIT report was presented.
 - No input was given or questions.
- 4. School Plan for Student Achievement (SPSA)
 - Review/analyze achievement data:
 - Students are taking the BPST and their Iready.
 - No inputs and Comments.
 - Evaluate effectiveness of SPSA actions
 - Dr. Steele presented that students who are at promise are being evaluated every 6 weeks to monitor progress.
 - No input/ comments.
 - Begin reviewing and updating SPSA goals/actions
 - No input/ comments
- 5. Reports from Parent Committees-Documents
 - English Learners Advisory Committee (ELAC):
 - Esther would like teachers to use Reading Counts.
 - Dr. Steele explained it is available to teachers and they use it accordingly.
 - Rosa was asking why Epic shuts down at 5:00.
 - Dr. Steele will find out.
 - Action Team for Partnership (ATP): Nothing to report
 - District Parent Advisory Committee (PAC)-Parent did not attend.
- 6. Program Reports
 - Professional Development Opportunities (Paraprofessionals, Teachers):
 - There is PD every other Friday by the district.
 - Our site Provides PD every other Friday.
 - We will be having PD with Payworks
 - Parent and Family Involvement Opportunities
 - Interventions:
 - Dr/ Steele- Interventions have started to slow down because we are coming to the end of the semester but will continue in January.
- 7. Local Control and Accountability Plan (LCAP)-None given
- 8. 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: January 12th
2. The next SSC meeting is scheduled for January 25th, 2021
3. Adjournment: Action Item 3:45

Motion	Arcelia Mendoza
Second	Rosa Gomez
All in Favor	8
Any Opposed	0