Comprehensive School Safety Plan

2024 - 2025

Jefferson Middle School
Jefferson Elementary School District

Jason Strickland, Principal
7500 W. Linne Rd.
Tracy, 95304
209-835-3053

The Comprehensive Safe Schools Plan was last updated on:
February 24th, 2025

Board Members

Debbie Wingo
Brian Jackman
Soyeb Palya
Pete Carlson
Todd Wetherell

Superintendent

James W. Bridges, Ed.D.

NOTE: Tactical information is excluded from the public inspection document.
Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)
In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Board of Education's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)
A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the PUBLIC COPY of this plan. This document is not available for inspection on the internet.

Raising concerns, asking questions about or filing a complaint on this Comprehensive School Safety Plan
Any individual wishing to raise a concern or ask questions about this Comprehensive School Safety Plan can address these to the school principal and/or safety committee. Any individual, including a person's duly authorized representative, public agency, or organization may file a written complaint alleging a matter which, if true, would constitute a violation by the District of federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination. To file a written complaint, please follow the district's Uniform Complaint Procedures which can be found on the District's Website, Staff Handbook and Student Handbook at jsdtracy.com.

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Development of the Comprehensive School Safety Plan

EDUCATION CODE 32281 BELOW DESCRIBES PARTICIPATION OF SPECIFIC MEMBERS OF THE SCHOOL COMMUNITY IN THE WRITING AND DEVELOPMENT OF THE COMPREHENSIVE SCHOOL SAFETY PLAN.

Education Code 32281

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

THE FOLLOWING INDIVIDUALS CONTRIBUTED TO THE DEVELOPMENT OF THIS COMPREHENSIVE SCHOOL SAFETY PLAN:

TITLE	NAME
Principal/Designee	Jason Strickland
Certificated Employee	Andrea Jennings
Parent	Laura Moreno
Classified Employee	Brandy Jones-Hsia
Law Enforcement Agency (Consult)	Tim Brown, Tracy Police Department
Fire Department (Consult)	Tim Spears, South San Joaquin County Fire Authority
Other First Responder (Consult)	Crystal Snell, School Nurse
Student (Optional/Recommended)	None
Other Member (identify)	Lori Scott, Teacher
Other Member (identify)	Jennifer Pereira, Teacher
Other Member (identify)	Crystal Snell, Parent
Other Member (identify)	
Other Member (identify)	

Communicating the Plan to the Public

School Site Council or Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below is the date and location this meeting was held and a description of how the public was notified of the meeting.

School Site:	Jefferson Middle School
Date:	2/19/2025
Location:	Jefferson Middle School Conference Room

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:
The SSC agenda is distributed to families through our parent communication system, ParentSquare. The agenda is also posted in the office 48 hours prior to the meeting. We also add it to our school marquee the week leading up to the meeting.

Minutes from School Site Council Approval of Plan

School Site Council Approval of Safety Plan

School Site Council Agenda
February 19th, 2025
3:30 – 4:30 p.m.
Jefferson Conference Room

I. Welcome – Celebrations/Appreciations :

- Strickland praised 6th grade students who notified him of a serious problem on campus earlier in the week. The “See Something, Say Something” program is going well.

II. Call to Order - Establish Quorum

- Call to order by Andrea Jennings at 3:32PM
- In attendance:
  - Jason Strickland - principal
  - Lori Scott - education specialist
  - Andrea Jennings - 8th grade teacher
  - Jennifer Pereira - 7th grade teacher
  - Brandy Jones-Hsia- paraprofessional
  - Crystal Snell - parent/school nurse
  - Laura Moreno - parent
- Quorum established

III. Public Comment - Presentations are limited to items not on the agenda. When you are recognized, state your name and proceed with your presentation. State law prohibits the SSC body from taking action on any item not on the agenda. No person shall speak for more than three minutes, and the total time allotted for discussion for one item shall not exceed twenty minutes. (Board Bylaw 9323)

- none

IV. Review and Approve Minutes

a. In Binder

- Motion to approve the minutes
  - Motion by Andrea Jennings
  - Second by Crystal Snell
  - Vote 7-0
  - Motion approved

V. Principal’s Report

a. Safety Plan Review

- Principal reviewed the process of the safety plan and approval and what team would be discussing today, and possibly approving.

B. School Site Plan Info

- School site plan will be discussed at upcoming meeting in March or April

VI. Old Business

a. None

VII. Action / Information

a. Review Safety Plan and Approve - Action
   i. Team reviewed and discussed Safety Plan
      1. Team suggested creation of “cheatsheets” for staff to provide a quick visual of who is stationed where and doing what task in the event of an emergency. Copies will be included in staff binders and in the emergency backpacks. Copies to be provided to adults who work on campus but are not district staff.
   ii. Motion to approve the Jefferson School Safety Plan
      1. Motion by Andrea Jennings
      2. Second by Crystal Snell
      3. Vote 7-0
      4. Motion approved
b. School Site Plan Next Meeting - Information

VIII. Adjournment

- Motion to adjourn
  - Motion by Andrea Jennings
  - Second by Crystal Snell
  - Vote 7-0
  - Motion approved
- Meeting adjourned at 3:58PM

Assessment of the Current Status of School Crime and Safety

DATA ANALYSIS

Data Source	Conclusions from Safety Committee (administration, parents, classified, certificated, students, etc.)
Suspensions	2.8% suspended at least once. A decline of 1.9%
Expulsions	Zero expulsions for Jefferson Middle School.
Chronic Absences	Only 3.8% chronically absent. Maintained from previous year.
Law Enforcement Calls for Service Report at Site	Zero law enforcement calls for service.
Fire Inspection Report Data	Jefferson School passed their annual Fire Inspection.
290 Registrants/Sexual Offenders in area around school (Meghan's Law)	Zero sexual offenders within a 1 mile radius of the school.
Community Crime data	Several incidents this school year per crime mapping website: Disturbing the peace, burglary, fraud, larceny,

Risk Assessment

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Site Location

Name:	Jason Strickland
Address:	7500 W. Linne Rd, Tracy, 95304
Phone Number:	209-835-3053

Include a brief summary of identified issues in site assessments:

Team discussed and concluded that a hazardous concern here at Jefferson Middle School is flooding. Road closures due to flooding effect the school most years. The school has not been closed due to flooding, however, the committee discussed strategies around effective communication when flooding occurs and reviewed evacuation routes, procedures, and locations. Further training and discussion necessary.

Appropriate Programs and Strategies that Provide School Safety

Jefferson Middle School Specific Information

Jefferson school has a robust social/emotional program here to support students. We have a therapist, school counselor, and school psychologist on campus regularly to support students. Students, parents, or teachers can recommend/request counseling.
We also have a robust safety system of entry at Jefferson Middle School. During the school day, only one entrance remains unlocked and it leads directly to the front office staff. Once in the office, parents/guests to the campus must meet with the clerk and sign in through our identity software program. Volunteers and other visitors must present their identification and take a picture. If there are any issues/concerns, the Principal and support staff are alerted so they can address them.
The Principal, Administrative Assistant to the Principal, and the Head Custodian do regular walk throughs to discuss potential threats/areas of concern.

We purchased additional walkie talkies this year so that we can communicate more effectively. This has helped in several ways, specifically during the school day if someone is in our back parking lot (unoccupied during the day). We have been alerted of these issues and responded immediately.

We also are fortunate to have a school nurse here at Jefferson weekly. She has helped tighten up several protocols and procedures and has provided several training sessions to teachers and staff.

Finally, we typically invite Fire and Police to at least one of our safety drills (conducted monthly) so that we can get their feedback and make adjustments as needed.

Child Abuse Reporting Procedures

Jefferson Middle School adheres to Jefferson Elementary School District Child Abuse Reporting procedures as follows:

Child Abuse Prevention And Reporting **AR 4141.4**

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4 Child

abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Child Abuse Prevention And Reporting (CONT)

Mandated reporters include, but are not limited to, administrators, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (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 his/her 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. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (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. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has 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. (Penal Code 152.3, 288)

Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

Child Abuse Prevention And Reporting

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

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. (Penal Code 11165.9, 11166)

1. Child Protective Services/CFS (209) 464-4524
2. Tracy Police Department (209) 831-6550
3. Sheriff (Jefferson School) (209) 468-4400

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). (Penal Code 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: (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 shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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 Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (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. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.
(cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development) (cf. 5145.7 - Sexual Harassment)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

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 Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

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.

(cf. 1312.3 - Uniform Complaint Procedures)

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 Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

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

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

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 his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) ( ) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) | AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE | TELEPHONE ( )

C. VICTIM

One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ | *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

DISASTER PROCEDURES

Hazard and Threat Specific Procedures
can be found in the Hazard Specific Annexes

General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes

CAMPUS OVERVIEW AND MAPS

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Evacuation and Emergency Area Maps

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

OFFSITE EVACUATION ROUTE AND EMERGENCY MAP

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety using simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) which utilize the Incident Command System (ICS) as the basic response management structure.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school site council and/or school site Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by the Student Services Department.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. Education code 32280 states “It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan.” It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation within 3 months of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

Staff Assigned to Incident Command Team

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to their principal or site administrator.

Drills and Exercises

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

The Principal/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

The California Education Code requires the following drill schedule:

ELEMENTARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY

Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each school quarter
Fire Drill (Evacuation)	11-12 times per year (based on school calendar)	Once every calendar month

MIDDLE/INTERMEDIATE SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each quarter
Fire Drill (Evacuation)	4 times per year	Once every quarter

Please note that ALL occupants at your site must participate in these drills

In addition to the drills mandated by the state listed above, the Jefferson Elementary School District recommends the following drills:

RECOMMENDED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Shelter-In-Place Drill	1 or 2	Once - twice per school year
Lockdown Drill	1 or 2	Once - twice per school year

Tabletop Exercises
Incident Command Team members should participate in Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Site administrators are encouraged to engage the staff in table-top exercises twice a year.

Drill & Exercise Compliance
School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency Drill Report form. This form is submitted at the end of the year to the Jefferson Elementary School District Student Services Department, which reviews and ensures District specific items are completed in the Comprehensive School Safety Plan Template}.

CONCEPT OF OPERATIONS

Jefferson Middle School and Jefferson Elementary School District work under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, Jefferson Middle School and Jefferson Elementary School District utilize the Incident Command System to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):

- **FIELD:** After a given situation, appropriate school personnel at the specific campus(es) will respond and handle the incident. This is called the Field Response.
- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site the District Emergency Operations Center (EOC), will be activated. This is the Local Jurisdiction response. Certain District personnel are members of the EOC who have training and experience to manage and coordinate the overall emergency response for the District. The functions of the EOC will support the needs of the incident via an Incident Commander/EOC Director.
- **COUNTY**: For more widespread or severe situations, such as a major earthquake or flooding, the District will contact San Diego County Operational Area for support. The Operational Area manages and coordinates information, resources and priorities among local governments and entities, such as the District and serves as the coordination and communications link between the District and regional level agencies.
- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State's Mutual Aid Program and 4) the coordination with and use of Operational Areas. Together they create a system for local governments or entities, such as the district, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders.
As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Like SEMS, the National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:

- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.
- Provide a common standard for overall incident management.

NIMS has two basic compliance requirements that are already incorporated into SEMS.

- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.
- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities. NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 “Management of Domestic Incidents,” directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

Jefferson Middle School and Jefferson Elementary School District ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the Human Resource Department for record keeping. Campus resources are inventoried and categorized and available to campus response personnel.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.
- **Expandable and collapsible** – Reponses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section (See Incident Command Position Guides in Functional Annex C)

INCIDENT COMMAND TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

Summary of Incident Command Team Assignments

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
Safety Officer - ensures all activities are conducted in as safe a manner as possible
Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District's Communications Officer is available
Liaison Officer – serves as the point-of-contact for agencies outside of the District's organization
Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

- **Site Facility Check & Security –** lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control
- **Search & Rescue Leader and Team –** conduct search and rescue operations once accountability process has identified missing persons. It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **First Aid & Medical Leader and Team –** provide first aid and medical response including Critical Incident Stress Management (CISM). It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **Assembly Area Leader –** ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.
- **Student/Parent Reunification**
    - **Request Area** – process requests by parents or authorized adults for release of students
    - **Release Gate** – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services
Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

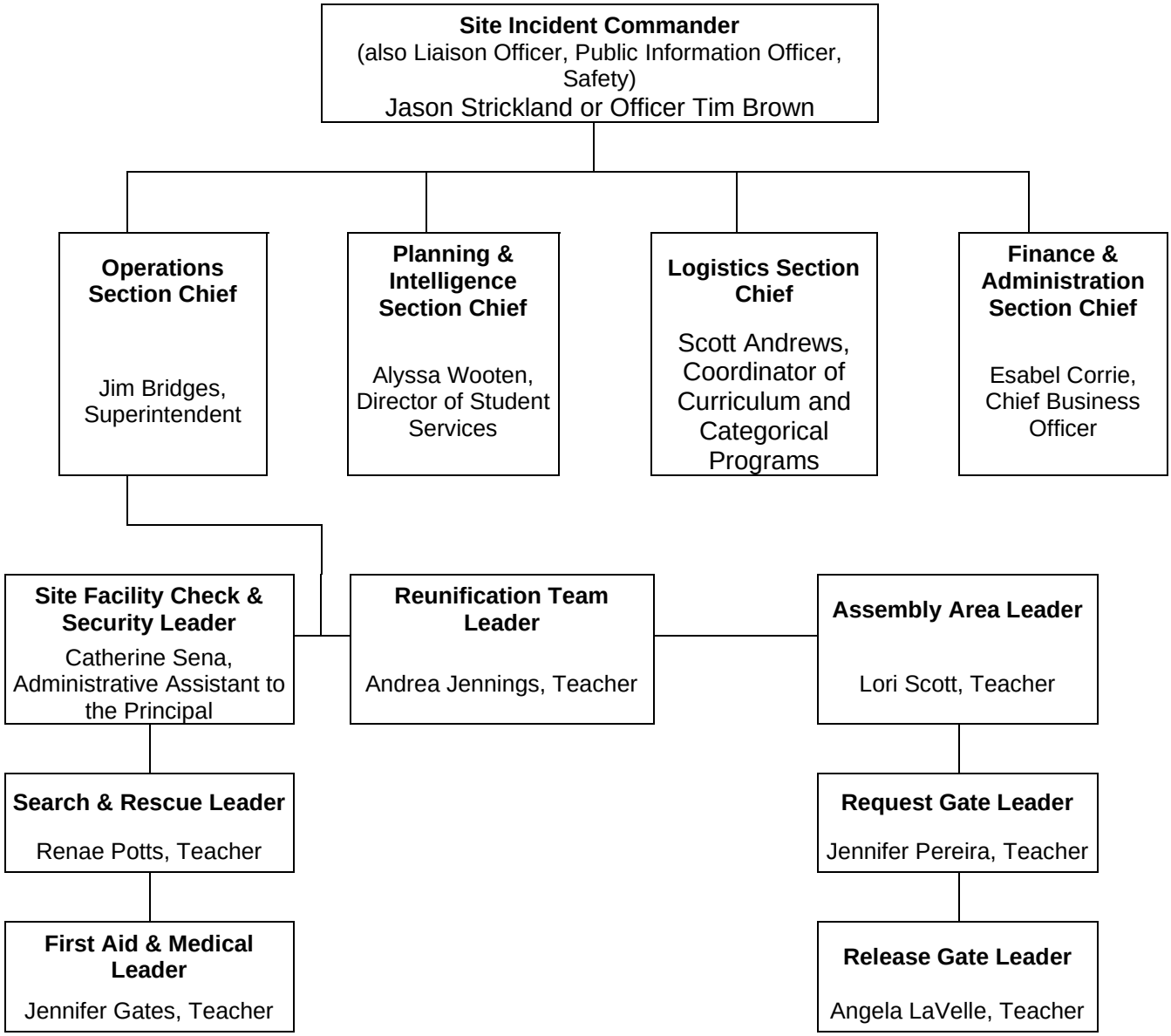
This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

UNIFIED COMMAND

Unified Command exists when two or more organizations/agencies have command authority for an incident, and they work together under a single Unified Command to manage incident response. Unified Command is an application of ICS and may be established at the field response level when more than one agency has jurisdictional responsibilities. Agencies work together through the designated members of the Unified Command to establish their designated ICs (Incident Command) (Incident Command) at the single Incident Command Post (ICP). Under Unified Command, organizations/agencies develop a common set of objectives and strategies which provides the basis for a single Incident Action Plan (IAP).

Jefferson Middle School Incident Command Team Organizational Chart



Jefferson Middle School Incident Command Team Personnel

Position	Personnel
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	Jason Strickland, Principal or Officer Tim Brown, SRO
Planning Section Chief	Alyssa Wooten, Director of Student Services
Logistics Section Chief	Scott Andrews, Coordinator of Curriculum and Categorical Programs
Finance & Administration Section Chief	Esabel Corrie, Chief Business Officer
Operations Section Chief	Jim Bridges, Superintendent
Site Facility Check & Security	Catherine Sena, Administrative Assistant to the Principal
Search & Rescue: Leader	Renae Potts, Teacher
S&R Team A	A) Stacey Maslyar, Teacher B) Ryan Freitas, Teacher C) Shawntai Robertson/Tiffanie Heben, Librarians
S&R Team B	A) Paul Fern, Teacher B) Anne Abris, Teacher
First Aid & Medical: Leader	Jennifer Gates, Teacher
First Aid Team A	A) Delma DaVeiga, Teacher B) Gary Pease, Teacher C) Carol Clayton, Teacher
First Aid Team B	A) Diane McRae B) Mark Mansueto C) April Vann
Reunification Team Leader	Andrea Jennings, Teacher
Assembly Area Leader	Lori Scott, Teacher
Request Gate Leader	Jennifer Pereira, Teacher
Request Gate Team	A) Elizabeth Gonzalez, Aide B) Brandy Jones-Hsia, Aide C) Attendance Clerk
Release Gate Leader	Angela LaVelle, Teacher
Release Gate Team	A) Enna Black, Aide B) Kim Roberts, Aide

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Disaster Service Worker Status

All public employees are required to take an “Oath of Allegiance” (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

California Government Code (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public district. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

Government Code 3100

> *It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.*
> *(Amended by Stats. 1971, Ch. 38.)*

All certificated employees shall comply with the legal requirement to subscribe to an oath or affirmation to support the institution and policies of the United States and the State of California. The oath or affirmation shall be filed with the Commission of Teacher Credentialing.

All public employees are disaster service workers. As such, before beginning employment with the district, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors. (Government Code 3100-3102)

The Superintendent or designee shall administer the above oath when district employees are hired.

Legally employed noncitizens shall be exempt from taking this oath. (Government Code 3101)

At the advice of legal counsel, the Superintendent or designee may exempt a prospective employee from taking the above oath if he/she raises a valid religious objection.

Legal Reference:

EDUCATION CODE
60 Persons authorized to administer and certify oaths 44334
Oath or affirmation
44354 Administration of oath GOVERNMENT
CODE
3100-3109 Oath or affirmation of allegiance CALIFORNIA
CONSTITUTION
Article 20, Section 3 Oath of office COURT
DECISIONS
Chilton v. Contra Costa Community College District 55 Cal. App. 3d 544 (1976) Vogel v.
County of Los Angeles (1967) 68 Cal. 2d 18, 22

Policy
adopted: October 10, 1989
reviewed: March 9, 1999
reviewed: September 11, 2001

JEFFERSON SCHOOL DISTRICT
Tracy, California

Emergency Communications

Communications before, during and after an emergency are critical. The school will use a variety of communication tools to prepare for, respond to and recover from critical incidents. Below are different tools the school will use to communicate with the different stakeholders.

COMMUNICATION TOOLS MATRIX		
MODE	**ADVANTAGES**	**DISADVANTAGES**
DISTRICT E-mail	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
Web Page Post	For parents/community. Easy, quick	Requires user to visit website
MNS Text Message	For parents/community and staff. Message can reach recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
MNS Email	For parents/community.	Requires users to update contact information (including personal e-mail) and to be able to access a device.
Staff Email	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
MNS Voice Message to all **NOT RECOMMENDED see disadvantages**	Reaches all those with phones	Requires user to listen to phone messages. The delay in reaching audiences may cause confusion as messages may be hours old.
Zoom	Able to meet virtually; large audience	Must send out link to zoom meeting; individuals must join
Social Media	Facebook, Instagram and Twitter are popular with students, message can reach recipient regardless of location.	Requires user to be a “fan” or “follower” of District/Campus sites and have access to a wireless device.
Public Announcement System	Wide broadcast; reaches outdoor	May be hard to hear on parts of campus
Fire Alarm System	Wide broadcast; easily heard	Only alarm – no voice feature.
Bullhorns	Mobile; allows for targeted messages to different geographic audiences; doesn’t require electricity or connectivity	Reaches a limited audience; time consuming

Digital Marquee	Gets message to local traffic and public before entering campus	May be difficult to post from a variety of devices.
Runners	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
Two-Way Radios	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
Cell phones	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
Landlines (analog or digital)	Good for one-to-one communication	Limited mobility.

Emergency Notifications to Campus

First priority during any emergency on school campus is to notify the staff and students in order to provide proper response procedures. The following systems will be used on-campus during an emergency to communicate response protocols:

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm	P.A. System
Duck, Cover, Hold On	P.A. System	In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	P.A. System	If P.A. system is not working, use email or written notes to classes
Secure Campus	P.A. System	
Lockdown	P.A. System	Evidence of gunfire or threat of violence on campus.
All-Clear	P.A. System	

All site occupants need to know the emergency terminology above and the actions to take for each.

Emergency Notifications to Outside Entities

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	● When placing a 911 call: give your name, school name, and school address ● Give specific location of shooter, intruder, fire, hazardous material or other emergency ● Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> ● Delivered through multiple channels like text messages, emails, and automated phone calls ● Provide clear and concise information about the situation, next steps, and a designated contact point, while emphasizing that parents should stay calm, wait for updates, and avoid coming to the school unless instructed to do so
	<u>After an emergency:</u> ● Provide date and time of “all-clear” notice ● Provide actions required to resume normal campus operations ● Provide explanation of the resolution/conclusion of incident ● Provide website, telephone number, or other sources for additional information regarding incident

Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent's Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the "Emergency Notifications" section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
District Superintendent's Office	209-836-3388	209-836-3388
District Facilities	209-835-3968	209-835-3968
District Emergency Preparedness	209-839-3763	209-839-3763
District Risk Management	209-836-3388	209-836-3388
District Transportation	209-835-3968	209-835-3968

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Tracy Police Department	9-1-1	209-831-6550
South San Joaquin County Fire Authority	9-1-1	209-831-6700
San Joaquin County Sheriff	9-1-1	209-468-4400
Pacific Gas & Electric	9-1-1	877-660-6789
S.J. County Hazardous Waste Disposal		209-468-3066
S.J. County Public Health Services		209-468-3400
S.J. County Office of Emergency Services		858-565-3490
Poison Control	800-222-1222	
S.J. County Animal Control		209-831-6364
Sewer		209-831-6330

Standardized Emergency Response Actions

San Joaquin County Office of Education along with all the County law enforcement partners and school districts developed standardized terminology for the most common types of actions necessary during an emergency. Standardized terminology is critical to promote understanding among all parties involved in managing an incident.

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.
See Functional Annex A for more information on Standardized Emergency Response Actions

Type	Definition
STATUS	**ALL CLEAR** communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	**LOCKDOWN** is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; ● Use strategies to silently communicate with first responders if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

	TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. ● Move students and staff into the school's permanent buildings, on the ground floor. ● Group students/staff together at the furthest point away from windows on the floor. ✔ Face the wall with backs to the windows ✔ Crouch down on knees and elbows ✔ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EVACUATION	**EVACUATION** is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	**STRUCTURED REUNIFICATION** is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires: ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

SEE FUNCTIONAL ANNEX A for more information on these standardized responses

Emergency Facilities

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the* Tracy Police Department and San Joaquin County Sherriff's Department. *(See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Incident Command and Other Facilities

Emergency Supplies/Disaster Containers

Location of Emergency Supplies/Disaster Container

This site's Emergency Supplies/Disaster Container is located: in the MOT lot near the gate closest to the field/back of the music building.

All Emergency Supplies Kits/Disaster Containers and their contents are the responsibility of the Site Incident Commander. The District recommends the Site Incident Commander conduct annual inspections/inventory by September 30th each year. The responsibility to inspect and replace non-operating equipment and supplies belongs with the site.

The Emergency Supplies/Disaster Container includes resources needed by the ICT during activation. The following list describes the equipment and supplies that the District recommends be included inside the Emergency Supplies/Disaster Container:

- Command Kit
- First Aid/Medical Team Supplies
- Search & Rescue Supplies
- Crisis Response Box (1 of 2 boxes. The other is kept in the main office)

EMERGENCY KIT CONTENTS

COMMAND KIT

The following items are recommended items for the Command Kit and should be located in a black duffle bag or rolling bin. The Command Kit should be kept in the main office and be available to grab and go during any emergency.

COMMAND KIT			
ITEM	UNITS	ITEM	UNITS
Portable Megaphones	1	Tissues/Tissue Packages	5
ICT Walkie-Talkies	Site Alloc.	Utility/Duct Tape	2
AM/FM Solar or Battery Powered Radio	1	Caution Tape	1
Batteries for any necessary devices (radios, walkie talkies, flashlights, lanterns).	Amount Necessary	Steno Pads	5
Lanterns	2	Safety Vests	5-10
Tarps (16x20, 10x10 or other sizes)	2-6	Pens	Amount Necessary
Pop-up Tent/Canopy	Optional	Pencils	Amount Necessary

FIRST AID & MEDICAL TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the First Aid & Medical Team Supplies and should be located in a red duffle bag or rolling bin.

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
4 x 4” compress	1000	Procedure Masks	500
8 x 10” compress	150	Sanitary Napkins	100
Gauge bandages (Kling)	500	Stretchers or backboards	2
Head Immobilizer	1	Scissors, paramedic	4
Elastic Bandages (4" x 4.5 yards)	12	Tweezers	3
Elastic Bandages (2" x 4.5 yards)	12	Triage tags	50
Triangular bandage	24	Triage Kit (Tarps, Tags, etc.)	optional
Hand/wrist splint	24	Non-Latex gloves	200
Arm splints	24	Oval eye patch	50
Leg Splint	24	Medical Tape (cloth 1" x 10 yds)	40
Steri-strips or butterfly bandages	100	Medical Tape (cloth 2" x 10 Yds)	25

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
Water pouches (for flushing wounds, etc)	192 (or three cases)	First Aid Books	1
Hydrogen Peroxide	10	First Aid Pocket Guide	1
Emergency Blankets (disposable)	50	Stretch Gauze Roll (2 x 4.1 Yds)	20
Mylar Blankets	500	Burn gel	2 bxs
Stretch Gauze Roll (3 x 4.1 Yds)	20	Ice packs	20
Bandages (3/4 x 3")	4 bxs	Eye Wash	5
Sting relief	2 bx	Iodine Swabs	2 bxs
Tourniquets	10	Antiseptic Hand Gel or Packets	4 bxs or 4 bottles

SEARCH & RESCUE TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the Search & Rescue Team kits and should be located in a rolling bin:

SEARCH & RESCUE TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
Mylar Blankets	5	Hard Hats	6-9
Adjustable Wrench 10”	1	Hammer Claw	1
Bolt Cutter	1	Leather Palmed Gloves (Pairs)	6-9
Light Sticks	1 pkg	Linesman, Plier	1
Chalk	1 bx	Locking Grip Pliers	1
Cribbing Wood	Optional	Lumber Crayons	2-4
Digging Bar/ Pry bar	1	Pipe Wrench 14” (Utility shut off)	1
Dust Masks	18	Pliers	1
Eye Guards/Safety Glasses	9	Rope	1
Grease Markers	2-4	Batteries for Flashlight	Amount necessary
Whistles	6-9	Safety Vests	6-9
Flashlights	6-9	<u>Small First Aid Kits</u> Triangular Bandages Bandages (asst.) Ice pack Gauze roll Cloth tape Tongue depressors Gauze pad Sanitary Napkin Scissors	3
D-Handle Shovel	1		
Screwdriver Set	1		
Safety Cones	Optional 3-4		
Utility Knife	1		
Steel Digging Bar	2		

SEARCH & RESCUE TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
Hydraulic Jack	Optional	Wet-Wipe towelettes Non-latex glozes	
Wool Blanket	2		

CRISIS RESPONSE BOXES

The District recommends each site maintain two Crisis Response Boxes. State regulations require one box for the First Responder Incident Commander. The District recommends that the site maintain an identical copy for use by the Incident Command Team.

It is recommended to place the two boxes in separate areas, one in the front office near the Secretary's desk and one with the other Emergency Supplies. This provides a back-up if one area cannot be accessed during the emergency.

The Crisis Response Boxes are large file folder boxes with wheels. The boxes are clearly labeled and contain vital information needed by the ICT and First Responder Incident Commander. The following are recommended for each box:

CRISIS RESPONSE BOXES	
	Current copy of the Site Disaster Procedures (this section of the Comprehensive School Safety Plan.
	Current map of site or school layout. Map must show all buildings, classroom numbers, onsite and offsite evacuation maps.
	Most current site map (plot plans available through Facilities).
	Current roster of students and staff assigned to the site. These rosters should include information about individuals with special needs. And be available in several formats for ease of use: alphabetical, grade level, class roll and have emergency contact/release information.
	If available, a list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
	If available, current student photos or most recent class photo on external drive.
	Telephone numbers listed in order of building sequence.
	List of health concerns for students and staff.
	Staff emergency forms.
	Area maps and school maps.
	Safety vests, whistles, flashlights, batteries, pens and any other beneficial equipment.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander.

CLASSROOM EMERGENCY KIT

The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office, library, lounge, and in every classroom. The recommended items for Classroom Emergency Kit include:

CLASSROOM EMERGENCY KIT			
ITEM	**UNITS**	**ITEM**	**UNITS**
Emergency Response Procedures (located in this portion of the CSSP)	1	**First Aid Supplies (put in large zip-lock bag)**	
Soft paint brush for removing glass fragments	1	• Direct pressure compress/sterile pads	4
Disposable non-latex gloves	4-6	• Triangular bandages	5
Identification vest, sash, hat, cap or visor for each teacher and aide	1	• Assorted size band aids	1 bx
Self-Stick name tags	1 per child	• Instant cold packs	2
Safety Pins	50	• Gauze bandages rolls (2”)	4
Pens, pencils, small pad of paper	multiple	• Cloth Tape (1/2”)	1
Whistle	1	• Splints (short enough to fit in backpack)	3
Activities for students (e.g., things for children to do while waiting for parents)	multiple	• 4 x 4” gauze pads	4
Tarp or shower curtain (to sit on)	1-2	• Tongue depressors	10
Kleenex (small individual packages)	5	• Sanitary pads (for use as large dressings)	4
Pre-moistened wipes	50	• Scissors (small classroom type)	1
Room number and teacher’s name written at least 5” high on a 8 ½ x 11” piece of cardboard	1	• Flex Wrap Bandages	2

Suspension & Expulsion Policies

Jefferson Middle School adheres to Jefferson Elementary School District Suspension and Expulsion Policies as follows:

Students BP 5144.1(a)

SUSPENSION AND EXPULSION/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.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)

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, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (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

(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student’s presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 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.

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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053- 11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board Meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or 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. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, 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. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USD 7961. Suspension and expulsion data shall be reported to the board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, students with disabilities, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985 35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools) 35291.5 Rules and procedures on school discipline 48645.5 Readmission; contact with juvenile justice system 48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion 48950 Speech and other communication 48980 Parental notifications
49073-49079 Privacy of student records
52060-52077 Local control and accountability plan 64000-64001 Consolidated application
CIVIL CODE
47 Privileged communication
48.8 Defamation liability
CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas; means of production
GOVERNMENT CODE
11455.20 Contempt

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):

54950-54963 Ralph M. Brown Act
HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules
LABOR CODE
230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child
PENAL CODE
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness
WELFARE AND INSTITUTIONS CODE
729.6 Counseling
UNITED STATES CODE, TITLE 18
921 Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting
7151 Gun-free schools
UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):
80 Ops.Cal.Atty.Gen. 85 (1997)
Management Resources:
CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Drug-Free Schools: http://www.ed.gov/about/offices/list/osdfs

Procedures for Notifying Teachers of Dangerous Pupils

Jefferson Middle School adheres to the Jefferson Elementary School District Procedures for Notifying Teachers of Dangerous Pupils as follows:

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.
a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section
b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.
c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

District Responsibility to Inform Teachers of Criminal History

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

a) Causing, attempting, or threatening physical injury to another;
b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
d) Committing or attempting to commit robbery or extortion;
e) Damaging or attempting to damage school property;
f) Stealing or attempting to steal school or private property;
g) Committing an obscene act or engaging in habitual profanity or vulgarity;
h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;<
i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
j) Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to $1,000 fine or both.
Such information is confidential and shall not be further disseminated. Ed. Code 49079.

If a minor enrolled in a public school (grades K-12) is found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or

battery, larceny, vandalism, or graffiti, the court must send written notice to the school superintendent within seven days. The information shall be expeditiously transmitted to any counselor who directly supervises the student and may be transmitted to any teacher or administrator with direct supervisorial or disciplinary responsibility over the minor who needs the information in order to work with the student, to avoid being needlessly vulnerable, or to protect other persons from needlessly vulnerability. Any information received by a teacher shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff and shall not be further disseminated except insofar as communication with the juvenile, his or her parents, probation officer, and law enforcement is necessary for these purposes. Welf. & Inst. Code 827 (b).

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The Jefferson Middle School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "*" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Discrimination & Harassment Policy

Jefferson Middle School adheres to the Jefferson Elementary School District Discrimination and Harassment Policy

STUDENTS **AR 5145.3**

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies.
The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com or
Director of Special Education
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
nkilgore@jsdtracy.com

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 Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

4. Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex; sex characteristics; sexual orientation; gender; gender identity; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and parental, marital, and family status, including the following: (Education Code 221.6, 221.61, 234.6)

    a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

    b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

    c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

        i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

        ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

        iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

    d. A link to the Title IX information included on the California Department of Education's (CDE) website

5. By April 1, 2025, post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

6. Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)

a. The district does not discriminate on the basis of sex in any education program or activity that it operates

b. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator and/or OCR

c. The name or title, office and email address, and telephone number of the district's Title IX Coordinator

d. How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints

e. How to report conduct that may constitute sex discrimination under Title IX

f. How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the district's website.

The district shall not distribute a publication stating that the district treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

7. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5)

   Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

8. 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

9. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

   The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

10. Ensure that students and parents/guardians, including those 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

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

11. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or 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 details of guidelines the district may use to provide a discrimination-free environment for all district students.

12. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

13. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

14. 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 (Education Code 234.1)

15. 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 from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether 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, Title IX Coordinator, or principal within one workday, regardless of whether 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. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sex discrimination, including sex- based harassment, the right to initiate the Title IX grievance procedures as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when 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.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct

2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

   Any prohibited conduct that occurs off campus or outside of school-related or school- sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

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 educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

3. The conduct 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

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Examples of Sex Discrimination and Sex-Based Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sex- based harassment, under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sex-based rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator(s) may be contacted at:

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com

Notifications

To prevent unlawful sex discrimination and sex-based harassment in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, the Superintendent or designee shall ensure that a copy of the district's sex discrimination and sex-based harassment policy and regulation:

1. Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

   The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

3. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a district program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sex discrimination or sex-based harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether 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. (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.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and

male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the district and which may constitute sex-based hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, 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 intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information

   The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

   The district shall 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. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

The district shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee 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 the employee is required to disclose or report the student's information pursuant to this administrative regulation, 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 the student's status as an intersex, nonbinary, 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 student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's 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 request assistance in doing so.

2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

   The meeting shall discuss the intersex, nonbinary, 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 the student's status as an intersex, nonbinary, transgender, or gender- nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the

   student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex- segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

   To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options 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, 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 the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's 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 the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name

   A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

   However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record

   However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying board policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARRASSMENT COMPLAINT PROCEDURES

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district student, while in an education program or activity, was subjected to conduct on or after August 1, 2024, including, but not limited to, conduct that is under the authority of the district, that constitutes sex discrimination, including sex-based harassment. For conduct that occurred prior to this date, the district should utilize its policies in place at the time the alleged sex discrimination, including sex-based harassment, occurred, so long as they are in accordance with the applicable statutes and regulations.

Sex discrimination and sex-based harassment include, but are not limited to, sex-based conduct as specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably

2. Ensure that the Title IX Coordinator or designee, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent

   The investigator and the decisionmaker may be the same person as the Title IX Coordinator or designee.

3. Presume that the respondent is not responsible for the alleged sex discrimination, including sex-based harassment, until a determination is made at the conclusion of the grievance procedures

4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, such as evaluation of whether to dismiss or investigate a complaint, investigation, decision, and appeals if any

5. Establish a process that allows for the reasonable extension of timeframes on a case-by- case basis for good cause with notice to the parties that includes the reason for the delay

Additionally, the district shall not disclose personally identifiable information obtained while implementing Title IX complaint procedures unless the district has obtained prior written consent from a person with the legal right to consent to the disclosure; the information is disclosed to a parent/guardian or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue; to take action to address conduct that reasonably may constitute sex discrimination under Title IX, including sex-

based harassment, in the district's education program or activity; as required by federal law, regulations, or as a condition to a federal award; as required by state or local law; or to the extent such disclosures are not otherwise in conflict with Title IX. (34 CFR 106.44)

If either party is a student with a disability, the Title IX Coordinator or designee shall consult with one or more members, as appropriate, of the student's individualized education program or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Filing a Complaint

Upon receiving information from an allegation of sex discrimination, include sex-based harassment, the Title IX Coordinator or designee shall notify the individual(s) specified in law of the Title IX grievance procedures, and of the informal resolution process, if available and appropriate.

A *complaint* is an oral or written request that can objectively be understood by the Title IX Coordinator or designee as a request for the district to investigate and make a determination about alleged sex discrimination, including sex-based harassment. (34 CFR 106.21)

Complaints of sex discrimination and sex-based harassment may only be brought by a student, or former student, who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex-based harassment, a parent/guardian or other authorized legal representative with the legal right to act on behalf of the student, or the Title IX Coordinator or designee. (34 CFR 106.45)

If the alleged victim chooses not to bring a complaint, or withdraws any or all of the allegations in a complaint, and in the absence or termination of an information resolution process, the Title IX Coordinator or designee shall consider whether to initiate a complaint. To do so, the Title IX Coordinator or designee shall first consider the following factors: (34 CFR 106.44)

1. The victim's request not to proceed with initiation of a complaint

2. The victim's reasonable safety concerns regarding initiation of a complaint

3. The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated

4. The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence

5. The age and relationship of the parties, including whether the respondent is an employee of the district

6. The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals

7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment, occurred

8. Whether the district could end the alleged sex discrimination, including sex-based harassment, and prevent its recurrence without initiating the Title IX grievance procedures

If, after considering these factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health and safety of the complainant or another person, or that the conduct as alleged prevents the district from ensuring equal access to a district program or activity on the basis of sex, the Title IX Coordinator may initiate a complaint.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall provide the alleged victim notice of the complaint, as well as other notices as required by the Title IX regulations at specific points in the complaint process. The Title IX Coordinator shall also address reasonable concerns about the victim's safety or the safety of others, including providing supportive measures as described in "Supportive Measures" below, and taking other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district. (34 CFR 106.44)

The Title IX Coordinator or designee, investigator, decisionmaker, other person who is responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.8. (34 CFR 106.44)

The Title IX Coordinator shall monitor the district for barriers to reporting information about conduct that reasonably may constitute sex discrimination, including sex-based harassment, under Title IX, and take steps reasonably calculated to address such barriers. (34 CFR 106.44, 106.45)

Supportive Measures

Upon receipt of a report of Title IX sex discrimination or sex-based harassment, the Title IX Coordinator or designee shall offer and coordinate supportive measures. Supportive measures may vary depending on what the district determines to be reasonably available and shall not unreasonably burden either the complainant or respondent. Supportive measures shall be provided without charging a fee to the

complainant or respondent and be designed to protect the safety of the complainant, respondent, and the district's educational environment, and to provide support during any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44. The district shall not impose such measures for punitive or disciplinary reasons. Supportive measures may include, but are not limited to, counseling; extensions of deadlines and other course-related adjustments; changes in class, work, housing, or extracurricular or any other activity regardless of whether there is a comparable alternative; campus escort services; modifications of class schedules; mutual restrictions on contact; changes in class locations; increased security; monitoring of certain areas of the campus; and, training and education programs related to sex-based harassment. (34 CFR 106.2, 106.44)

Unless there is an allegation of sex-based harassment or retaliation, the district may provide supportive measures without altering the alleged discriminatory conduct. (34 CFR 106.44) Upon the conclusion of any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate. (34 CFR 106.44)

The district shall provide a complainant or respondent for whom supportive measures have been implemented with a timely opportunity to seek, from an impartial employee with authority to modify or reverse the supportive measures, modification or reversal of the district's decision to provide, deny, modify, or terminate such measures, and to seek additional modification or termination of the supportive measures if circumstances materially change. (34 CFR 106.44)

The district shall not disclose information about supportive measures to any person other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless the disclosure is necessary to providing the supportive measures, or restoring or preserving a party's access to the district's education program or activity. (34 CFR 106.44)

Emergency Removal from School

A student shall not be disciplined for alleged sex discrimination, including sex-based harassment, under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an imminent and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the IDEA or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint if: (34 CFR 106.45)

1. The district is unable to identify the respondent after taking reasonable steps to do so

2. The respondent is not participating in the district's education program or activity and is not employed by the district

3. The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX

Before dismissing the complaint, the Title IX Coordinator shall make reasonable efforts to clarify the allegations with the complainant.

4. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination, including sex-based harassment, under Title IX, even if proven

The Title IX Coordinator shall determine whether to dismiss or investigate any complaint of sex discrimination, including sex-based harassment, within 10 working days, unless such timeline is extended in accordance with this administrative regulation.

Upon dismissal, the Title IX Coordinator shall promptly notify the complainant of the dismissal and the reasons for the dismissal. Additionally, if the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator shall provide such notification to the respondent, which shall occur simultaneously to both parties if the notification is in writing. The Title IX Coordinator shall also inform the complainant, and the respondent if the dismissal occurs after the respondent has been notified of the allegations, of their right to appeal. Dismissals may be appealed on the following bases: (34 CFR 106.45)

1. A procedural irregularity that would change the outcome

2. New evidence that would change the outcome and that was not reasonably available when dismissal was made

3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

If the dismissal is appealed, the district shall: (34 CFR 106.45)

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent

2. Implement appeal procedures equally for the parties

3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint

4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations

5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome

6. Notify the parties of the result of the appeal and the rationale for the result

If a complaint is dismissed, the Title IX Coordinator or designee shall offer supportive measures as described above in "Supportive Measures" to the complainant. Additionally, the respondent shall be offered supportive measures if the complaint was dismissed because the complainant voluntarily withdrew any or all of the allegations in the complaint and the district determined that without the withdrawn allegations the conduct, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX, or if

the complaint was dismissed because the district determined, after taking reasonable efforts to clarify the allegations of the complaint, that the alleged conduct would not constitute sex discrimination, including sex-based harassment, even if proven. The Title IX Coordinator shall also take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

At any time prior to determining whether sex discrimination, including sex-based harassment, occurred under the complaint procedures specified in 34 CFR 106.45, the district may offer, if it is determined to be appropriate upon receiving information about conduct that reasonably may constitute sex discrimination under Title IX or when a complaint of sex discrimination is made, an informal resolution process, such as mediation, to the complainant and respondent. However, the district shall not offer an informal resolution process if the complaint alleges that an employee engaged in sex-based harassment of an elementary or secondary school student or that such process would conflict with federal, state, or local law. (34 CFR 106.44)

The district shall not require or pressure a party to participate in the informal resolution process, or to waive the right to an investigation and determination of a complaint as a condition of participation in the district's education program or activity, or exercise of any other right. The district may decline to offer an informal resolution process including, but not limited to, when the district determines that the alleged conduct would present a future risk of harm to others. (34 CFR 106.44)

The district may facilitate an informal resolution process provided that the district, prior to initiating such process: (34 CFR 106.44)

1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process; the right to withdraw from the informal process and resume the formal complaint process; the inability to initiate or resume complaint procedures arising from the same allegations once the informal resolution process is concluded; the potential terms that may be requested or offered in an informal resolution agreement, including that the agreement would only be binding on the parties; and the information that the district will maintain and whether and how the district could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed

2. Obtains the parties' voluntary consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

The Title IX Coordinator or designee shall ensure that the facilitator of the informal resolution process is not the same person as the investigator or decisionmaker of any ongoing or newly initiated complaint process specified in 34 CFR 106.45, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and receives training in accordance with 34 CFR 106.8. (34 CFR 106.44)
If the district facilitates an informal resolution process, the Title IX Coordinator shall, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district' education program or activity. (34 CFR 106.45)

Notice of Allegations

If the district initiates a formal Title IX investigation, the Title IX Coordinator or designee shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. Sufficient information, available at the time, to allow parties to respond to the allegations, including, to the extent available, the identity of parties involved in the incident(s), the conduct allegedly constituting sex discrimination, including sex-based harassment, and the date(s) and location(s) of the alleged incident

   Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

   If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that retaliation is prohibited

4. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of such evidence, as specified

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator or designee.

Consolidation of Complaints

The district may consolidate complaints of sex discrimination, including sex-based harassment, against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party, when the allegations of sex discrimination, including sex-based harassment, arise out of the same facts or circumstances. (34 CFR 106.45)

Investigation Procedures

The district shall provide for adequate, reliable, and impartial investigation of complaints. (34 CFR 106.45)

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present fact witnesses, and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible

2. Review all evidence gathered through the investigation and determine which evidence is relevant and which evidence is impermissible regardless of relevance

3. Provide each party with an equal opportunity to access evidence that is relevant, and not otherwise impermissible, to the allegations of sex discrimination, including sex-based harassment, by:

   a. Providing an equal opportunity to access either the relevant and not otherwise

impermissible evidence or an accurate description of such evidence

If an accurate description is provided, the district shall, upon request of any party, provide the parties with an equal opportunity to access the relevant and permissible evidence.

b. Providing a reasonable opportunity to respond to the evidence or to the accurate description of the evidence

c. Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

4. Take reasonable steps to protect the privacy of parties and witnesses which do not restrict the ability of the parties to obtain and present evidence, including, by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures

5. Objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, including that credibility determinations will not be based on a person's status as complainant, respondent, or witness

6. Exclude as impermissible the following types of evidence, and questions seeking that evidence:

a. Evidence that is protected under a privilege recognized by state or federal law or evidence that is provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege

b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's or witness's voluntary, written consent for use in its grievance

procedures

c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment

The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The district shall ensure that the decisionmaker is able to question parties and witnesses adequately to assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. (34 CFR 106.45)

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

The investigator shall complete the investigation within 45 calendar days after the Title IX Coordinator determines to proceed with an investigation, unless such timeline is extended in accordance with this administrative regulation.

Written Decision

The Superintendent shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who may be the Title IX Coordinator or designee or the investigator so long as there is no conflict of interest or bias. (34 CFR 106.45)

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district shall: (34 CFR 106.45)

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination, including sex-based harassment, has occurred

2. Notify the parties in writing of the determination of whether sex discrimination, including sex-based harassment, occurred

The notification shall include the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The written decision shall be issued within 15 calendar days after the investigation is completed, unless such time is extended in accordance with this administrative regulation.

Appeal of the Decision

Either party may appeal the district's decision of a complaint or any allegation in the complaint. (34 CFR 106.45)

When conducting an appeal, the district shall permit a final appeal to the Governing Board using a process that is in accordance with law and otherwise consistent with the appeal process as specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Extension of Timelines

Any timelines specified in this administrative regulation may be extended by the district for good cause, with written notice to the parties. The written notice shall specify the reasons for the extension. (34 CFR 106.45)

Remedies

When there is a determination that sex discrimination, including sex-based harassment, has occurred, the Title IX Coordinator shall coordinate the provision and implementation of remedies to the complainant and other persons the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination, including sex-based harassment; coordinate the imposition of any disciplinary sanctions on a respondent described in "Disciplinary Actions" below, including notification to the complainant of any such disciplinary actions; and take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sex discrimination and/or sex-based harassment include, but are not limited to:

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

When an employee is found to have committed sex discrimination, including sex-based harassment, or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the district's determination of whether sex discrimination, including sex-based harassment, occurred. (34 CFR 106.45)

Record-Keeping

The Superintendent or designee shall maintain, for at least a period of seven years: (34 CFR 106.45)

1. For each complaint of sex discrimination, including sex-based harassment, records documenting any informal resolution process or formal investigation procedures
2. For each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including sex- based harassment, records documenting the actions taken to fulfill the district's obligations as specified in 34 CFR 106.44, including supportive measures offered and implemented
3. All materials used to train district employees; the Title IX Coordinator and designee(s); investigator(s), decisionmaker(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures;

and any person who facilitates an informal resolution process

The district shall make such training materials available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure340.1):

1. A record of the allegation(s)
2. A record of the investigation procedures followed
3. A record of the written determination
4. A record of the corrective action implemented, if any
5. A record of any appeals and the outcome of the same
6. All training materials addressing the prohibition and investigation of childhood sexual assault

School-wide Dress Code Prohibiting Gang Attire

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Jefferson Elementary School District DRESS CODE GUIDELINES

Jefferson Elementary School District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson Elementary School District. In keeping with this philosophy of good style and taste, the following rules apply to all regular school activities:

1. Clothing should be in good repair and reflect modest taste.
2. Students are to come to school dressed for learning and for playing.
    a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months.
    b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips.
    c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed.
    d. Students are not permitted to wear knit caps or hoods in class, assemblies, or in any indoor school function. Outdoors, hats must be worn forward facing.
3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.
4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.
5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited

Students who are considered to be in violation of the Jefferson Elementary School District Dress Code shall be referred to the principal or the designee.

a. First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.
b. Second offense: The student's parent/guardian shall be contacted and may be asked to meet

with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the designee.

c. Third and subsequent offenses: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.

In order to discourage the influence of gangs and gang related apparel, Unauthorized Group Apparel is prohibited and the following rules shall apply:

1. Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in an unauthorized group or group is prohibited.
2. Clothing or articles of clothing (including but not limited to gloves, bandanas, shoestrings, wristbands, hats, lanyards, belts, jewelry) related to unauthorized groups that may provoke others to acts of violence are prohibited.
3. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants are prohibited.
4. Gloves, towels, suspenders or other items hanging from rear pants pockets or from belt are prohibited. Students may not wear one pant leg rolled up.
5. Excessive clothing items (2 or more) of predominately one color that symbolize unauthorized group apparel are prohibited.

Because symbols are constantly changing, definitions of unauthorized group apparel may be reviewed and updated whenever related information is received by administrators and/or school safety committee. If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel.
The following consequences will be implemented for a violation of any one of the above:

a. First Offense: Parent/guardian contact. Student sent home to change clothes or provided with alternative clothing, Confiscation of unauthorized group-related jewelry accessory, notebook etc. Possible 1-5 day suspension.
b. Second Offense: Parent/guardian conference and 1-5 day suspension.
c. Third Offense: Parent/guardian contact. Minimum of five (5) day suspension Report to law enforcement agency.
d. Fourth and subsequent offenses: Parent/guardian contact. Minimum of five (5) day suspension and recommendation for expulsion. Report to law enforcement agency.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Safe Ingress and Egress

Jefferson Middle School Specific Information

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

Describe school procedures for creating safe ingress and egress for normal day operations.

Jefferson Middle School has two entrances for students, which include two parking lots, and two carlines for drop off. The carlines are clearly marked and separated from the parking lot. Each year, families are sent our drop off/pick up maps and there are always adults present in the mornings and afternoons. Once the school bell rings at 8:15, those gates are locked, however, access to the parking lots is not closed off. Staff lock and unlock the gates daily (morning bell and afternoon dismissal bell). Staff rotate duties/supervision of morning drop off and afternoon pick up. Buses typically use the back parking lot in the morning and afternoon. To separate students in the afternoon, 5th and 6th use the back parking lot and 7th and 8th use the front parking lot. Staff park in the front parking lot only and use the main entrance to the office to enter campus by 8:00am. HERE is a drop off/pick up map for Jefferson Middle School.

Describe school procedures for creating safe ingress and egress during an emergency situation.

Both of our parking lots would be used during an emergency situation, unless the emergency called for complete school evacuation. In that case, we would travel to the school's alternative site for pick up. If we are able to exit students to families, we would do so through both gates (or one if the other is not available). Staff would ensure that parents do not enter campus and that students are "handed off" to their families. With past experience, we have typically released by grade level to limit the number of students in the release areas. All of this would depend on the actual emergency situation and what we would and would not have access to.

Safe and Orderly Environment

Jefferson Middle School Specific Goals, Objectives and Action Steps

School Mission Statement:

We take collective responsibility to empower all students to reach their fullest academic, physical and social potential. We believe strongly in that collective effort and it aligns perfectly with our school's vision; Our school provides a safe, nurturing and encouraging environment where growth is the goal, failure is not an option, and staff and students strive for success.

POSITIVE SCHOOL CLIMATE

The Board of Trustees desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 6141 - Curriculum Development and Evaluation) (cf. 6141.6 - Multicultural Education)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

(cf. 5126 - Awards for Achievement) (cf. 5131.4 - Campus Disturbances) (cf. 5136 - Gangs)
(cf. 6142.4 - Learning through Community Service)

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Legal Reference: (see next page)

Legal Reference:

<u>EDUCATION CODE</u>
233.5 Duty concerning instruction of students 32230-
32239 School violence reduction program 35160
Authority of Board of Trustees
35160.1 Broad authority of school districts

Jefferson Middle School GOALS, OBJECTIVES AND ACTION STEPS FOR SAFER SCHOOL

Component 1 – Places and Programs			
Goal 1: Provide a safe, nurturing and encouraging environment			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Students feel connected to the school		
Action Step 1.a	Teacher's build a loving/caring classroom community	Teacher	Various
Action Step 1.b	Office builds a loving/caring community feel for students	Principal/Office Staff	Various
Action Step 1.c			
Action Step 1.d			
Objective 2:	Students are rewarded for following Jefferson's CREED		
Action Step 2.a	CREED staff to teachers to give to students	Teachers	CREED Tickets purchased
Action Step 2.b	CREED store filled with incentives	Principal	Various
Action Step 2.c	CREED raffle every week/bonus lunch with Principal	Principal/Office Staff	Various
Objective 3:	Students are consistently held accountable for actions		
Action Step 3.a	Fair and consistent discipline policy in class/school wide	Teachers/Princpal	
Objective 4:	Families are part of the partnership of culture/climate		
Goal 2: (If necessary)			
Goal 2 Objectives			

Component 2 – Places and the Environment			
Goal 1: From top to bottom, Jefferson Middle School will be a clean, safe place where growth is the goal and success is strived for by all			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Maintain cleanliness throughout the campus		
Action Step 1.a	Constant sweeping of the campus inside/out	Custodians	
Action Step 1.b	Effective communication for issues that arise	Staff/Custodians	
Action Step 1.c	Collaboration with custodial staff on projects/supports	Principal/Custodians	
Action Step 1.d	Collaboration amongst staff and students to do their part	Students/Staff	
Objective 2:	Maintain a safe, protective environment at all times		
Action Step 2.a	Closed campus throughout the school day	Principal/Custodians	
Action Step 2.b	Various staff supervision duties to have adults everywhere to support students throughout the day	Staff/Principal	
Action Step 2.c	Collaboration with Custodians on safety protocols	Principal/Custodians	
Objective 3:	Communicate clean and safe environment to families		
Action Step 3.a	Open line of communication so families are aware of our protocols and procedures (ie. closed campus, check in procedures).	Principal/Office Staff	
Objective 4:			
Goal 2: (If necessary)			
Goal 2 Objectives			

Rules and Procedures on School Discipline

Jefferson Middle School adheres to the Jefferson Elementary School District Policies on School Discipline

Students DISCIPLINE BP 5144
(a)

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.
(cf. 5113.1 - Chronic Absence and Truancy) (cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement)

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

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

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

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

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

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

(cf. 3550 - Food Service/Child Nutrition Program) (cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)
(cf. 5131.41 - Use of Seclusion and Restraint)

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

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

(cf. 0450 - Comprehensive Safety Plan) (cf. 9320 - Meetings and Notices)

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

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

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of

students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

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

Legal Reference:
EDUCATION CODE
32280-32289 School safety plans 35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules 37223 Weekend classes

44807.5 Restriction from recess
48900-48926 Suspension and expulsion 48980-48985 Notification of parent/guardian 49005-49006.4 Seclusion and restraint 49330-49335 Injurious objects
49550-49564.5 Meals for needy students
52060-52077 Local control and accountability plan CIVIL CODE
1714.1 Parental liability for child's misconduct CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus 353 Detention after school
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973 UNITED STATES CODE, TITLE 42
1751-1769j School Lunch Program 1773 School Breakfast Program
Management Resources:
CSBA PUBLICATIONS
Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009 CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014 WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov Public Counsel: http://www.fixschooldiscipline.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy JEFFERSON SCHOOL DISTRICT
Adopted: January 15, 2019 Tracy, California

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

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

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

a. The series of removals total more than 10 school days in a school year.

b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930

2. Knowingly possesses or uses illegal drugs

3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)
(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:
EDUCATION CODE
35146 Closed sessions re: suspensions
35291 Rules of governing board
48203 Reports of severance of attendance of disabled
students 48900-48925 Suspension and expulsion
49076 Access to student records
56000 Special education; legislative findings and
declarations 56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individualized education program teams
56505 State hearing
PENAL CODE
245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors, or stun guns Weapons

UNITED STATES CODE, TITLE 18
1365 Serious bodily injury
UNITED STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards
UNITED STATES CODE, TITLE 21
812 Controlled substances
UNITED STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially: 300.530-300.537 Discipline procedures
COURT DECISIONS
Schaffer v. Weast, (2005) 546 U.S. 549
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044 Honig v. Doe, (1988) 484 U.S. 305

Management Resources:
FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845 WEB SITES
California Department of Education, Special Education: http://www.cde.ca.gov/sp/se
U.S. Department of Education, Office of Special Education Programs: http://www.ed.gov/about/offices/list/osers/osep

Procedures for Conducting Tactical Responses to Criminal Incidents

Jefferson Middle School adheres to the Jefferson Elementary School District Procedures for conducting tactical responses to criminal incidents.

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Hate Crime Reporting

Jefferson Middle School adheres to the Jefferson Elementary School District Policies on Hate Crime Reporting

STUDENTS **BP 5145.9**

HATE-MOTIVATED BEHAVIOR

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate- motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined. The

Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.
Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Bullying Prevention Policies & Procedures

Jefferson Middle School adheres to the Jefferson Elementary School District Policies on Bulling Prevention

STUDENTS **BP 5131.2**

BULLYING

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school- related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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 Administrative Regulation 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.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm.
Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family

and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

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.

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 Administrative Regulation 1312.3 - Uniform Complaint Procedures. 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.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether 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 such observation to the principal or a district compliance officer, regardless of whether 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 Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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.

Support Services

The Superintendent, principal, or 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. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Jefferson School District Bullying Prevention

What is bullying?

Bullying is intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and often is repeated over time. Bullying differs from conflict. Two or more students can have a disagreement or conflict. Bullying involves a power imbalance element where a bully targets a student who has difficulty defending himself or herself.

Bullying may take many forms and can include:

- picking on others
- making hurtful and racist comments
- any form of physical violence, such as hitting, pushing or spitting
- suggestive comments or other forms of sexual abuse
- forcing others to act against their will
- verbal threats of aggression against property or possessions
- using put-downs or belittling others' abilities and achievements
- using offensive names, dehumanizing, intimidating, teasing or spreading rumors about others or their families
- acts of vandalism

Who are the bullies?

Any person who aims in some way to hurt someone else by causing either physical or emotional pain is a bully. Some bullies do the hurting themselves, some are ringleaders who get others to bully on their behalf and some are members of a group. Others unintentionally encourage bullies by being onlookers when bullying occurs; they fail to intervene or report the bullying. Often bullies justify their behavior by saying they were only teasing or having fun. If the person being teased does not like it, or want it, and yet others persist with it, then it is a clear case of bullying. It is cruel and unfair behavior.

Bullying is a serious issue

Bullying is against school rules and against the law. The Jefferson School District takes bullying extremely seriously and will strictly enforce consequences for those involved. School leaders can only investigate incidents they know about. It is critical that parents, students and staff work in partnership to immediately report suspected incidents of bullying. All of us have a duty to ensure our schools are safe environments for all students. School leaders will immediately investigate reports and take action to stop bullying from occurring.

Bullying Report Form

A Bullying Report Form is available in the school office as well as on the school website. This form can be submitted to the school office and will be delivered to the principal. The principal will accept anonymous submissions, however it

will make the investigation more difficult and prevent any communication about the resolution of the complaint. The school staff can also assist those who need help completing the form.

Jefferson School District Board Policy 5131.2 (a)

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 student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

California Education Code Section 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Jefferson School District
Bullying Report Form

Name of Victim:_____ Grade of Victim:_____ Date of Report: _____

Person Completing Form: _____ ☐Victim ☐Other Student ☐Parent ☐Staff Member ☐Other

Name of Alleged Bully: _____

Date(s) of Incident(s): _____ Where did the incident(s) take place?_____

Name(s) of Witnesses (first, last name and grade if known)

1. _____
2. _____
3. _____

Did you previously report this incident of bullying? ☐Yes ☐No

If yes, to whom? _____ When? _____

Please describe the incident in as much detail as possible. (Use extra sheets of paper if necessary.)

Attach any documents related to this complaint. Please submit this form to the school principal. If you need assistance completing this form, please contact the school principal.

Signature _____ Date _____

For Office Use Only:

Response Bullying Report Form

Report Investigated By: _____ Date(s) of Investigation _____

Investigation Notes:	
Outcome:	
Communication with (Student, parent, staff)	Date of Communication

Jefferson School
District Bullying
Prevention
Activities

Activity	Expected Completion Date	Date Completed
Students Handbook with bullying policy delivered to all students.	First week of school	
District and school websites updated with bullying prevention and report form	As updated	
School Staff trained on Bullying Prevention Program including: ● District policy/law overview ● Bullying definition ● Bullying Report Form ● How to intervene to stop bullying and the responsibility to do so ● Strategies to maintain a safe school environment School Staff includes teachers, custodians, secretaries, aides, campus aides and all other staff who will work with students. District will be responsible for training substitute teachers, bus drivers, food service and maintenance staff.	First Month of School	
Students trained on Bullying Prevention Program including: ● District policy/law overview ● Bullying definition ● Bullying Report Form ● What to do if you witness bullying ● What to do if you are being bullied	First Month of School	

Parents informed of Bullying Prevention Program including: ● District policy/law overview ● Bullying definition ● Bullying Report Form ● The importance of partnering with the school to prevent bullying	First Month of School	

Outside Agency Use of Facilities

Jefferson Elementary School District values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. The District has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below, and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with the District wishing to use school facilities for disaster services prior to any need, the District will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the Business Services Department, 209-839-3762 to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the Business Services Department, 209-839-3762 immediately for assistance and guidance.

HAZARD/THREAT SPECIFIC ANNEXES

OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

ACTIVE SHOOTER / ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

BEFORE	
Goal:	1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Identify and correct/improve: ● Potential gaps in campus access controls ● Problems with securing classrooms, offices, and buildings ● Internal and external emergency communication protocols b) Achieve consistent implementation district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines c) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Conduct a Risk Assessment to determine school site’s vulnerability to a shooter/assailant b) Implement “doors locked even when open” policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Assess current practices on threat assessment and management, identify gaps, and implement measures to assure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines f) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor or staff badge <u>Goal 2 Actions</u> i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor badge <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they

	need to recognize and report potential warning signs that could lead to an escalation toward violence
DURING	
Goal:	1. Prevent an armed intruder from gaining access to potential victims 2. Alert law enforcement as soon as possible 3. Gather and provide accurate and actionable information to law enforcement, the district, and school staff in lockdown
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate <u>Goal 2 Objectives</u> a) Alert law enforcement b) Activate district Incident Command Team <u>Goal 3 Objectives</u> a) Gather information on the shooter and provide to law enforcement ● Last known location ● Physical description ● Weapons observed b) Gather information on the location of injured, and their condition, and provide to law enforcement c) Gather information on the location and names of staff, students, and visitors in lockdown d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means) e) Direct staff and students who have left campus to the reunification area
Courses of Action:	**ACTIONS – ALL SCHOOL STAFF** <u>Goals 1 Actions</u> a) **Initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible ● *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now."* <u>Goal 2 Actions</u> b) If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1.

- Provide as much information as possible (slow down – be calm):
  - State the emergency: “I hear gunfire.” “I saw...”
  - Give information on people who are wounded
  - Location of the assailant (if known)
  - Description of the assailant (if known)
  - Your precise location: “room __”
  - The number of children with you
- Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call

c) All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur

d) **Act immediately** if you or your students:
  - hear a sound that <u>might be</u> gunfire
  - see something that <u>looks like</u> a weapon being carried or used on or near the campus
  - sense any other indication of active shooter / armed assailant threat.
  - **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students
  - **Be decisive.** Communicate your plan to your students and act quickly.
  - **Call 911 and the School Office** as soon as it is safe to do so

e) Options: *Run, Hide or Fight*
- **Run:** If you can get yourself and your students safely away from danger, do so immediately
  - Do <u>not</u> evacuate unless you…
    - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
    - **<u>and</u>** can visualize a route that will get your students and yourself safely off campus
  - Don’t carry anything with you
    - Police may mistake an item in your hands as a weapon
    - Leave everything behind
  - If you encounter people along the way…
    - <u>Adults</u>: Warn them and take them with if you can but don’t stop if they refuse to come
    - <u>Students</u>: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *<u>if</u> you can do so without endangering yourself or the other students in your care*
  - Place terrain and buildings between you and the assailant to cover your escape
  - Keep going until you are certain you are out of danger
  - Call 911 as soon as it is safe to do so
  - Keep your students with you. Call <u>(insert phone #)</u> to report your location and obtain instructions
- **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN
  - **Lock the doors**

	○ Close and lock windows and close blinds or cover windows ○ Turn off lights ○ Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door ○ Silence all electronic devices ○ Remain silent ○ Position occupants spread out and out of line of site from room entrance. ○ Prepare to take action if the assailant attempts to get in the room ○ Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries ○ Call 911 as soon as it is safe to do so ○ Remain in place until evacuated by identifiable law enforcement officers ● **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions** ○ If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in ▪ Construct a strong barricade ▪ If you have another way out (a window or back door) use it while the assailant is attempting to get in ▪ If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.) ○ Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant f) Special Topics ● <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in ● *Run* – If you encounter injured persons while you are trying to get out of danger… ○ And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety ○ And you are alone and the individual can run with help, and it is safe, help them escape ● *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded ○ As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding ● *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so

	○ If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan ○ If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control ● Law Enforcement: If you encounter law enforcement officers… ○ Immediately raise your hands in the air and display your open palms ○ Don't run up to officers or attempt to hug or talk to them ○ Don't talk unless they ask you a question ○ Do exactly what they tell you to do ● Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it: ○ Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon ○ Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it ● Ongoing Communication: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident ● Extended Day Programs / After School Activities: School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Follow the "All Staff" guidance described above Goal 2 Actions a) Notify the district office after you call 911 b) If possible assist emergency personnel ● Assist police in entering the school ● Provide officers with keys, maps and any other information requested Goals 3 Actions a) Gather as much information as possible regarding the following:

- Information on the shooter and provide to law enforcement
  - Last known location
  - Physical description
  - Weapons observed
- Information on the location of injured, and their condition, and provide to law enforcement
- Information on the location and names of staff, students, and visitors in lockdown

b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
- Give as much information as possible to help staff make appropriate options-based response actions
- Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
  - Can provide you with information regarding the suspect (location, name, clothing, etc.)
  - (They) Or someone with them needs immediate medical attention
- After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

DISTRICT STAFF ACTIONS

<u>Goal 2 Actions</u>

a) Emergency Operations Center (EOC)
- Activate the district's Emergency Operations Center
- Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency

b) Offsite Reunification
- The Operations Section should prepare an off-site evacuation site for reunification
  - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids Movie theater complexes work well for this type of emergency
  - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded
  - School staff and students will remain in lockdown until evacuated on a room by room basis
  - Buses should be placed on standby for evacuation
  - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for

c) Crisis Intervention

	● A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification ● This team will also provide ongoing support throughout the recovery phase of the emergency response ● Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery ● Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event
AFTER	
Goal:	1. Establish Reunification procedures 2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn 3. Conduct an after-action report
Objective(s):	<u>Goal 1 Objectives</u> a) Identify needs of Reunification with Unified Command b) Reunification areas (notification, release, etc.) c) Area for law enforcement to interview witnesses before release d) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command <u>Goal 2 Objectives</u> a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness) b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use) c) Activate District's Crisis Response Team or engage in Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community d) Work with staff to return to school routines as soon as possible <u>Goal 3 Objectives</u> a) Gather stakeholders to provide input b) Involve necessary stakeholders to ensure an effective recovery and improved future responses
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR AND DISTRICT EOC ACTIONS** <u>Goal 1 Actions</u> a) Work with law enforcement or the "Unified Command" to determine best steps for reunification. b) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command c) Consider necessary investigation needs, such as an area for interviews of witnesses, etc.

	Goal 2 Actions a) Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.) This may include the following: ● Family assistance ● Victim assistance ● Coroner procedures ● Funerals (who goes/who stays and works) ● Memorials ● Anniversaries ● Mental Health support ● Employee & Staff meetings ● Grief b) Work with Unified Command to determine and acquire facility needs to continue education process. This may include: ● Biohazard clean-up ● Utilizing another school/building for short term ● Restoring/reorganizing current buildings ● Demolition of building where individuals became victims ● Rebuilding campus c) Ensure activation of the District's Crisis Response Team or call upon any Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community: ● Determine a safe, inviting area for counseling/debriefing to occur ● Provide food, water, sanitation for workers and those provided services ● Develop a plan for media staging ● Ensure workers receive adequate break time and are provided a debriefing before leaving for the day d) Work with school site staff to return to the educational process as soon as possible e) Determine which staff may not be able to return due to trauma f) Identify substitute staff for any positions not able to return g) If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.) h) Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists i) Provide debriefing for staff who may be affected by students or other staff telling stories j) Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses

	d) Implement steps to improvement **STAFF ACTIONS:** Follow directives of the administration and responding agencies to assist with recovery efforts

REFERENCES

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

BEFORE	
Goal:	1. Develop the capacity to effectively work with law enforcement during a bomb threat 2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively
Objective(s):	<u>Goal 1 Objectives</u> a) Meet and train with local law enforcement to ensure an effective response to a bomb threat b) Develop a clear chain of command with staff c) Prepare for analyzing threat details to determine if the threat is transient or substantive <u>Goal 2 Objectives</u> a) Determine search, shelter-in-place and evacuation procedures b) Determine specifics on alerting staff and students to implement bomb threat procedures
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat b) Develop site specific procedures should the school receive a bomb threat c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff d) Conduct a Bomb Threat emergency exercise with law enforcement e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training f) Identify individuals (law enforcement, contractors or district employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive <u>Goal 2 Actions</u> a) Ensure staff are trained on how to conduct a search for suspicious items b) Hold evacuation and shelter-in-place drills c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System

	b) Follow the Chain of Command during emergency situations <u>Goal 2 Actions</u> a) Review Bomb Threat procedures quarterly b) Participate and lead students through evacuation and shelter-in-place drills c) Keep Bomb Threat Checklist by class or office phone
DURING	
Goals:	1. Document Bomb Threat appropriately 2. Make proper notifications 3. Assess the situation 4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation
Objective(s):	<u>Goal 1 Objectives</u> a) Have proper tools to document at hand b) Effectively gather information when receiving the threat <u>Goal 2 Objectives</u> a) Notify law enforcement b) Notify District Office c) Notify other necessary entities <u>Goal 3 Objectives</u> a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response b) Conduct a search for suspicious item c) Implement response procedures based on the analysis <u>Goal 4 Objectives</u> a) Evacuate or shelter-in-place in a timely manner b) Conduct accountability procedures in a timely manner
Courses of Action:	ALL STAFF ACTIONS <u>Goal 1 Actions</u> a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat b) PERSON RECEIVING THREAT BY TELEPHONE:

	● Listen. Do not interrupt caller ● Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"* ● Indicators of a Swatting Call This is not an exhaustive list: ● Swatting calls are received by the non-emergency line. Swatters using VoIP services cannot dial 911 directly so have to call the non-emergency number. ● Swatting calls using VoIP services will appear as all zeros or nines, blocked, unavailable, or one of the default VoIP numbers. Skype, TextNow, Google Voice, etc. ● The caller's demeanor is inconsistent with the claimed crises or threat. For example, the caller claims to have witnessed the shooting of several students, but hey appear calm and with no background noise. ● Background noises include computer mouse clicking and/or typing. Callers use mapping tools and internet searches to answer follow-up questions or provide building address or names. ● The caller mispronounces names such as city, street, or building names. Swatting calls are commonly conducted by foreign perpetrators with thick accents who are unfamiliar with the local areas they target. ● The caller's story changes or escalates when challenged with follow-up questions ● "Call of Duty Speak" - caller uses exotic or specific names of weapons from playing video games. ● Gunshots or explosions heard in the background are inconsistent with other noise or sound fake. De-escalation Strategies: ● Identify inconsistencies by asking multiple questions and repeating those questions later in the call ● Suggested questions include: ● "What is your full name?" (ask again later during call, and specifically ask for a middle name) ● "Where are you calling from?" ● "What is your call back phone number?" ● "Why didn't you call 911 directly?" (for VoIP calls to non-emergency number) ● "Why are you reporting yourself?" ● "Why is there no noise in the background?" ● "What is that noise in the background?" (when background noise is inconsistent with the story) ● "Why does it sound like you are typing on a computer keyboard?"

	● "Are you targeting anyone in particular? "Notify site administrator immediately after completing the call c) PERSON RECEIVING THREAT BY MAIL/WRITTEN THREAT: ● Note the way the threat was delivered, where it was found and who found it ● Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement ● Caution students against picking up or touching any strange objects or packages ● Notify principal or site administrator <u>Goal 2 Actions</u> a) Call 911 providing as much information as possible obtained during the call or that is on the written threat <u>Goal 4 Actions</u> a) Follow the directions of the site administrator or law enforcement b) If necessary, evacuate students as quickly as possible, using primary or alternate routes c) Upon arrival at the designated safe site, take attendance d) Notify the principal/site administrator of any missing students e) Do not return to the building until emergency response officials determine it is safe. f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command **PRINCIPAL/SITE ADMINISTATOR ACTIONS** Follow "All Staff" instructions as appropriate <u>Goal 2 Actions</u> a) If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat c) Notify District Office of situation and request any necessary assistance <u>Goal 3 Actions</u> a) Work with law enforcement or threat experts to analyze the details of the threat b) Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies

	c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor d) Direct a search team to look for suspicious packages, boxes or foreign objects <u>Goal 4 Actions</u> a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms b) If it is necessary to evacuate the entire school, use the fire alarm c) Do not return to the school building until it has been inspected and determined safe by proper authorities d) Avoid publicizing the threat any more than necessary **SEARCH TEAM ACTIONS** <u>Goal 3 Actions</u> a) Per training, use a systematic, rapid and thorough approach to search the building and surrounding areas b) Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels) c) If suspicious item is found, make no attempt to investigate or examine object. Report to law enforcement immediately
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u>

	a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REFERENCES

COPS Problem-Specific Guide Series: Bomb Threats for Schools
https://rems.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf

CISA What to Do – Bomb Threat
https://www.cisa.gov/what-to-do-bomb-threat

REMS Bomb Threat Table-Top Exercise
https://rems.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf

REMS Bob Threat Drill Observation Checklist
https://rems.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf

EARTHQUAKE

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond 2. Prevent and mitigate injury, death and damage to property during an earthquake
Objective(s):	<u>Goal 1 Objectives</u> a) Provide training on how to mitigate damage from an earthquake to staff b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills c) Ensure proper maintenance of emergency supplies and command kits d) Implement mitigation strategies to prevent injury from flying and falling objects <u>Goal 2 Objectives</u> a) Stock emergency supplies and command kits annually b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Participate in Drop, Cover and Hold-On drills <u>Goal 2 Actions</u> a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets
DURING	
Goal:	1. Make proper notifications 2. Assess the situation 3. Conduct appropriate response procedures

Objective(s):	<u>Goal 1 Objectives</u> a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures b) Call 9-1-1 if necessary c) Notify Superintendent's Office and/or EOC d) Staff provides accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Objectives</u> a) If possible, notify staff and students to Drop, Cover and Hold-On. ● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Call 9-1-1 if necessary c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage ● Determine who will inform public information media as appropriate. d) Determine whether to close school. If school must be closed, notify staff members, students and parents <u>Goal 2 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <u>Goal 3 Actions</u> a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures b) Implement accountability procedures c) If there is evidence of a gas leak, designate someone to turn off gas valves d) Activate the Incident Command Team, if necessary ● Search and Rescue ● First Aid/Medical

	● Reunification Team e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders f) Implement Reunification Plan as necessary (See Functional Annex B) g) Post guards a safe distance away from building entrances to assure no one re-enters h) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Provide accountability report to Incident Command/administration. b) Provide a report of any hazards or situations that need attention to Incident Command/administration c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command <u>Goal 2 Actions</u> a) Determine the need for evacuation or other emergency actions by quickly assessing the situation b) Notify Incident Command of any assistance needed to perform emergency actions <u>Goal 3 Actions – Inside Buildings</u> a) Give Drop, Cover and Hold-On command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries d) Check for injuries and render First Aid e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack g) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris h) If Incident Command Team is activated, fill designated position

	i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible j) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) After shaking stops, check for injuries, and render first aid d) Check attendance. Report any missing students to principal/site administrator e) Stay alert for aftershocks f) Keep a safe distance from any downed power lines g) Do NOT re-enter building until it is determined to be safe h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area i) If Incident Command Team is activated, fill designated position **<u>During non-school hours</u>** **PRINCIPAL/SITE ADMINISTRATOR ACTIONS** a) Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions b) Confer with District Superintendent if damage is apparent to determine the advisability of closing the school c) Notify fire department and utility company of suspected breaks in utility lines or pipes d) If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration e) Notify District Office, who will inform public information media as appropriate

AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Engage in physical, academic, business and social/emotional recovery 3. Determine campuses' response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> Provide information to staff, parents, and students Provide information to district office Provide information to media <u>Goal 2 Objectives</u> Determine needs in physical/structural, academic, business and social/emotional recovery Coordinate with district office and/or EOC to implement recovery efforts to restore school operations <u>Goal 3 Objectives</u> Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery b) Coordinate with District Office and/or EOC to implement any necessary recovery actions. These may include: ● Academics recovery ○ Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction ○ Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later) ○ Re-evaluate the curriculum ○ Integrate students into other school districts ○ Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment ● Physical and structural recovery ○ Assess and repair structural and physical damage ○ Clean the facility(ies) ○ Remove health and safety hazards

	○ Coordinate donations and volunteers ○ Restore equipment and processes, such as IT equipment, software, books, and instructional materials ○ Resume other school support, such as full transportation and food services ● Business functions recovery ○ Create agreements for prioritized services during and after an emergency ○ Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services ○ Restore business services, such as payroll, accounting systems, and personnel records ○ Register displaced students in other school districts ○ Securely share relevant education records with school districts receiving students displaced by the emergency ○ Request emergency funding to pay for immediate cleanup and repair Access long term recovery funding through loans, community grants or federal support ● Social, emotional, and behavioral recovery ○ Provide Psychological First Aid for Schools (PFA-S) ○ Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health ○ Monitor attendance, grades, and counselor's visits ○ Ensure that staff and teachers have access to Employee Assistance Programs ○ Make individual and group crisis counseling available ○ Refer students, teachers, and staff to long-term interventions, if needed ○ Provide trauma- and grief-focused school-based mental/behavioral health programs ○ Provide support to caregivers to help prevent or reduce compassion fatigue <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process ● Participate in any determined corrective actions discovered in the after-actions process

REFERENCES

FIRE

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

BEFORE	
Goals:	1. Prevent fire on campus 2. Reduce or prevent the risk of injury to individuals and damage of property from fire
Objective(s):	<u>Goal 1 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention. <u>Goal 2 Objectives</u> a) Provide fire prevention training to staff b) Hold Fire Drills c) Maintain an adequate supply of fire extinguishers d) Ensure proper maintenance of fire prevention equipment.
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Review school fire codes annually b) Send list of school fire codes to staff annually, including before/after school program staff c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms d) Ensure combustible materials are stored in fireproof containers <u>Goal 2 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Provide fire prevention materials to before/after school program staff. c) Hold fire extinguisher training for staff d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus e) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention materials provided by administration c) Participate and lead students in fire drills
DURING	
Goals:	1. Protect life and implement Evacuation 2. Prevent property damage by preventing spread of fire
Objective(s):	<u>Goal 1 Objectives</u> a) Evacuate individuals from school buildings in a timely manner b) Conduct accountability procedures in a timely manner c) Provide First Aid/Medical d) Alert Fire Department <u>Goal 2 Objectives</u> a) Implement strategies while evacuating which will prevent the spread of fire b) Notify Fire Department and other entities of hazards and vulnerabilities c) Notify District Office/facilities
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Sound the fire alarm to implement evacuation of the building b) Immediately evacuate the school using the primary or alternate fire routes c) Notify the Fire Department (call 911) d) Ensure all staff and students are accounted for e) Activate the Incident Command Team ● Direct search and rescue team to be sure all students and personnel have left the building ● Activate First Aid/Medical/Triage team as necessary f) Ensure that access roads are kept open for emergency vehicles g) If needed, notify bus dispatch for off – site evacuation h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u>

	a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) ● Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Evacuate students from the building using primary or alternate fire routes b) When evacuating, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building f) Serve in any position assigned on the Incident Command Team <u>Goal 2 Actions</u> a) Shut classroom or office door after all individuals have exited b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Provide necessary attention to people and property to ensure continued safety and security 2. Determine campuses' fire response strengths, areas for improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Implement Reunification Plan if necessary ● Assess needs of individuals and campus including: ● Mental health care ● Debris removal ● Soot/smoke (odor) removal including HVAC system ● Restoration/fixes b) Based on needs assessment establish and implement plan to provide care for people and restore the property <u>Goal 2 Objectives</u> a) Conduct After-Action Report

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Activate the Reunification Plan if necessary b) Conduct an assessment of needs of campus individuals and buildings c) Determine whether mental health services need to be provided d) Determine the restoration, debris removal and soot/smoke removal needs e) Based on assessment, implement needed services <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future response d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Implement Reunification Plan if necessary b) Assist in identifying needs for mental health, restoration, debris removal, etc. c) Facilities/maintenance should contact physical recovery company to clean and remove debris d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary <u>Goal 2 Actions</u> a) Participate in after-action report process

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

BEFORE	
Goals:	1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response 2. Develop the capacity of staff to lead students through appropriate response options 3. Prevent the risk of injury to individuals and damage of property from wildfire
Objective(s):	<u>Goal 1 Objectives</u> a) Coordinate with local fire department to ensure an effective response to a Wildfire b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Develop a clear chain of command with staff <u>Goal 2 Objectives</u> a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention c) Provide fire prevention training to staff d) Hold Fire Drills e) Maintain an adequate supply of fire extinguishers f) Ensure proper maintenance of fire prevention equipment
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure

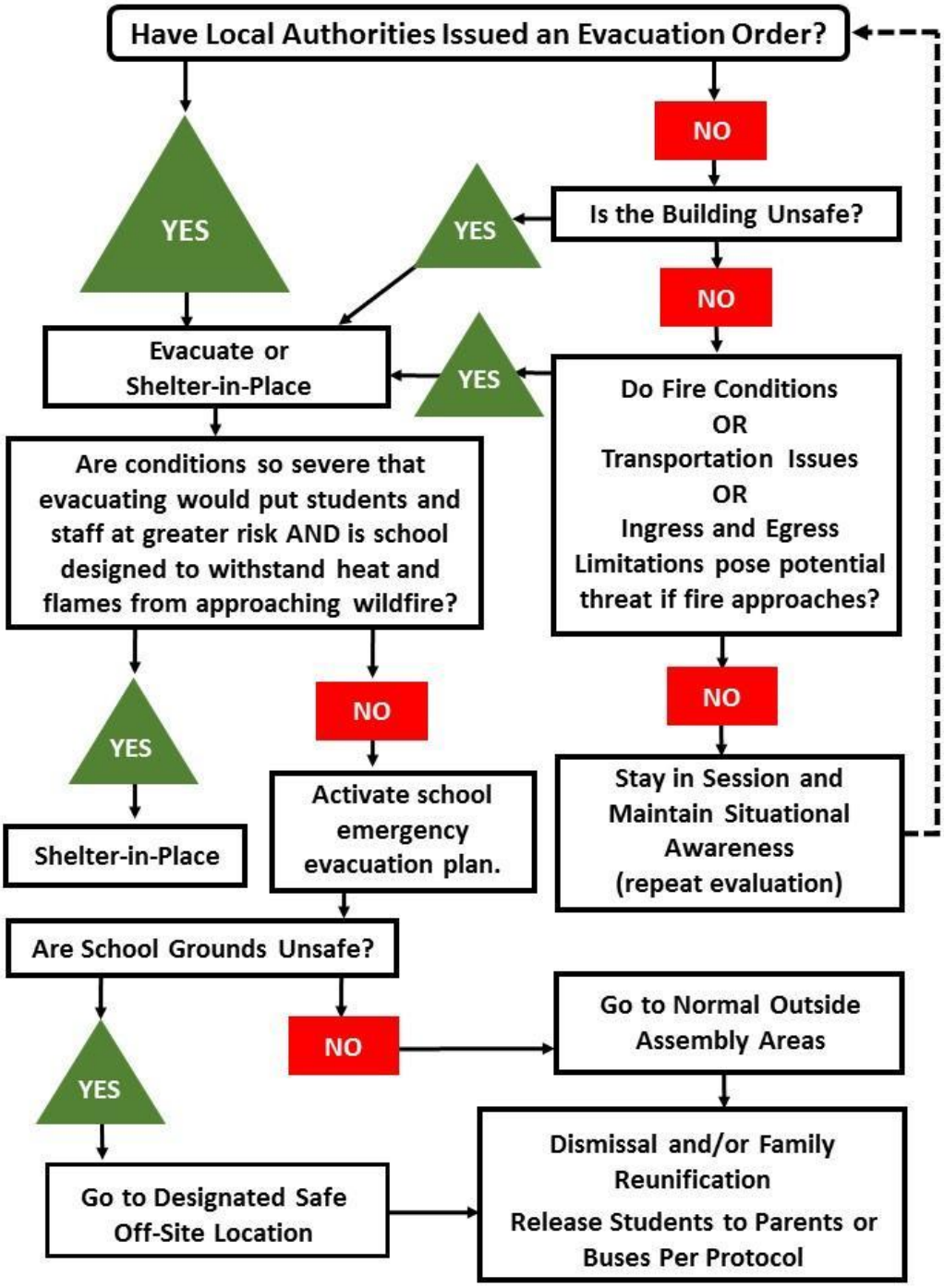
	c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop site specific plans <u>Goal 2 Actions</u> a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Ensure combustible materials are stored in fireproof containers c) Provide fire prevention materials to before/after school program staff d) Hold fire extinguisher training for staff e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus f) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention and wildfire response materials provided by administration <u>Goal 3 Actions</u> a) Participate and lead students in fire drills b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations
DURING	
Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct appropriate wildfire response actions in a timely manner b) Conduct accountability procedures in a timely manner c) Activate school site Incident Command Team, as necessary

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Work with the district office, local fire department and other responders to determine best course of action b) Use the "Wildfire Evacuation Decision Tree" following this section. c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes d) Communicate plan of action to staff and students: ● voluntary evacuation ● early dismissal ● mandatory evacuation ● shelter-in-place ● campus closure e) Consider the following while implementing response action ● Supplies (have staff bring emergency supplies, especially first aid kits and communication devices) ● Food and water ● Transportation ● Security and Safety ● Communications f) Contact families to notify of planned course of action g) Activate school Incident Command Team, as necessary ● Reunification Team h) Ensure all staff and students are accounted for i) Ensure that access roads are kept open for emergency vehicles j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u> a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) ● Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) If evacuating or sheltering-in-place, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family f) Serve in any designated position on the Incident Command Team c) Shut classroom or office door after all individuals have exited d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement

	STAFF ACTIONS <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE EVACUATION DECISION TREE



INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**
>
> -- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

BEFORE	
Goal:	1. Develop the capacity to deter and detect possible intruder 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Provide training for staff on procedures for deterring and detecting possible intruders Keep intruder away from staff and students <u>Goal 1 Objectives</u> a) Identify and correct/improve: ● Potential gaps in campus access controls ● Problems with securing classrooms, offices, and buildings ● Internal and external emergency communication protocols b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures c) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u>

	a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u> a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Conduct a Security Risk Assessment to determine school site's vulnerability to an intruder ● Based on the identified areas of weakness develop strategies to harden the security of the school site b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge <u>Goal 2 Actions</u> a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are

	posturing or costuming, and individuals who are on campus and don't have a visitor badge b) Train staff on ensuring security protocols are followed <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods ● Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence ● Ensure entrances such as doors and gates are secure and in proper working order ● Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.
DURING	
Goal:	1. Prevent an intruder from gaining access to staff, students and buildings 2. Alert law enforcement and district as soon as possible
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown b) De-escalate the situation c) Get intruder to leave with no incidents of violence <u>Goal 2 Objectives</u> a) Alert law enforcement
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Initiate **Lockdown**. b) Designate someone to call 9-1-1 c) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as: ● "What can we do to make this better?' ● "I understand the problem, and I am concerned" ● "We need to work together on this problem"

	d) Take measures to keep subject away from students and building e) Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present <u>Goal 2 Actions</u> a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intrude b) Keep subject in view until police or law enforcement arrives **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Notify the principal/site administrator of intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon b) If able, initiate a lockdown from your classroom/office c) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder d) Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the All Clear instruction is announced e) Keep classroom and office doors locked <u>Goal 2 Actions</u> a) Call 9-1-1 or ensure someone else has called 9-1-1
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS: PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened

	c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future. d) Identify steps to improve future responses e) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Unplanned Power Outage

This procedure addresses situations involving

BEFORE	
Goals:	1. Prevent the risk of injury to individuals and damage of property from Power Outage 2. Develop the capacity of staff to lead students through appropriate response options 3. Develop capacity for educational process to continue in power outages
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage b) Ensure portable lighting (i.e., flashlights and batteries is available at school site c) Always keep hallways and pathways clear <u>Goal 2 Objectives</u> a) Train staff on response actions during a power outage <u>Goal 3 Objectives</u> a) Develop a continuity of education plan for both short- and long- term power outages b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences. b) Based on the assessment determine areas for improvement and implement steps to improve c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting. d) To prevent injury, ensure staff and students keep hallways and pathways clear <u>Goal 2 Actions</u> a) Provide training to staff on responding during a power outage <u>Goal 3 Actions</u> a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue **STAFF ACTIONS**

	<u>Goal 1 Actions</u> a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights <u>Goal 2 Actions</u> a) Read any emergency power outage materials provided by administration. b) Participate and lead students in emergency drills <u>Goal 3 Actions</u> a) Develop plans to provide lessons during a power outage
DURING	
Goals:	1. Assess the situation 2. Make necessary notifications 3. Implement response actions
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures c) Work with District office for assistance needed d) Implement other emergency procedures based on the analysis <u>Goal 2 Objectives</u> a) Make notifications to the staff and students. b) Notify Superintendent's Office c) Staff provides accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations b) Contact the district office for any necessary assistance c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation <u>Goal 2 Actions</u> a) Notify staff and students of emergency procedures to implement

	● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents <u>Goal 3 Actions</u> a) Ensure staff and students implement evacuation or other important emergency procedures b) Recommend staff ensure their flashlights/emergency lighting is out and available c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light) d) Implement accountability procedures e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits c) Take attendance. Report missing students to the principal/designee and emergency response personnel d) Continue teaching/office work if possible e) Serve in any designated position on the Incident Command Team. e) Gather any emergency lighting to have on hand. f) Provide information to principal/site admin regarding any hazards or vulnerabilities
AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> b) Conduct After-Action Report process

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process. b) Participate in any determined corrective actions discovered in the after-actions process.

Air Quality & Wildfire Smoke Annex

Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:

Get Smart about Wildfire Smoke

Clear Guidelines for Schools and Wildfire Smoke

Over the last decade, devastating wildfires have ravaged communities and school districts in every corner of this state.

These massive disasters impacted tens of thousands of Californians in the communities they call home and blanketed entire regions of California with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, as we have seen over the past several years, wildfire smoke can settle in communities hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear state guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

Therefore leaders from the education, air quality, and public health communities established a working group to develop state guidance regarding air quality for California's 1,026 school districts during wildfire smoke days.

The guidelines attached to this message are intended to advance local conversations between school districts, public health officers, air districts, and the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts that haven't already addressed this issue to begin the conversation now, prior to the start of the 2019-20 school year. California's next big wildfire is not a matter of if, but when.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community, visit https://www.arb.ca.gov/app/dislookup/dislookup.php.

Thank you for your partnership on this critical issue.

Air Quality Index (Rev 7/2019)

School Air Quality Activity Recommendations

PROTECT STUDENT HEALTH DURING POOR AIR QUALITY

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit this page to learn which District serves your area: www.arb.ca.gov/app/dislookup/dislookup.php

The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies.

Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Air Quality Level

Activity	Level 1	Level 2	Level 3	Level 4	Level 5 *School districts may consider school closures based on site-by-site concerns.*
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes Sensitive individuals should remain doors.*	No outdoor activity. All activities should be moved indoors.

Athletic Practice & Training (2-4hurs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.

* Sensitive Individuals include all those with asthma or other heart/lung conditions ** California Interscholastic Federation

*** To meet the conditions for approval of a waiver due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

Considerations for School Districts from CDE: Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school

Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the annual school calendar
- Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education's website at https://www.cde.ca.gov/fg/aa/pa/j13a.asp.

National School Lunch Program Meal Reimbursement:

Education Code Section 49505 allows for LEAs to submit an application for meal reimbursement during a disaster

The disaster would require a state or federal declaration for the county affected by the disaster.

The application is available on the California Department of Education's website at https://www.cde.ca.gov/ls/nu/sn/documents/disastermealapp.doc.

Guidance for Families When Schools are Closed:

- Stay indoors
- Keep doors and windows closed
- Consult a Physician if you have concerns about your child's health

FUNCTIONAL ANNEXES

MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES

FUNCTIONAL ANNEX A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

ON-SITE EVACUATION

Definition

Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least two viable evacuation routes, a primary and secondary <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation

	c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe e) Be familiar with special needs evacuation plans (See Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications. 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate d) Call 9-1-1 if necessary e) Notify Superintendent's Office f) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> d) Implement evacuation procedures e) Ensure every student and staff members is accounted for f) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location

c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation

Goal 2 Actions

a) Make notification to staff and students
   - The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
   - The signal for Evacuation is the fire alarm (bell or horn signal)
   - If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
   - If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
   - Provided time is available, make an announcement over the public address system:
   - ***Announcement Example:*** ""Attention please. We need to institute an Off-Site Evacuation Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."
   - *To alert visually impaired individuals*
     - Announce the type of emergency
     - Offer your arm for guidance
     - Tell person where you are going, obstacles you encounter
     - When you reach safety, ask if further help is needed
   - *To alert individuals with hearing limitations*
     - Turn lights on/off to gain person's attention -OR-
     - Indicate directions with gestures –OR-
     - Write a note with evacuation directions

b) Call 9-1-1 if necessary

c) Notify the Superintendent's Office of situation.

Goal 3 Actions

a) Ensure staff and students evacuate

b) Implement accountability procedures

c) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team

d) Activate Reunification Plan if necessary

STAFF ACTIONS:

Goal 1 Actions

a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting

b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

Goal 2 Actions

a) Provide accountability report to Incident Command/administration

b) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

	a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area b) Consider persons with special needs ● *To evacuate individuals using crutches, canes or walkers* ○ Evacuate these individuals as injured persons ○ Assist and accompany to evacuation site, if possible -OR- ○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- ○ Help carry individual to safety ● *To evacuate individuals using wheelchairs* ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given. f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position. h) Participate in the reunification process, if necessary
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	al 1 Objectives a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement.

	STAFF ACTIONS: <u>Goal 2 Actions</u> a) Participate in the after-action report process. b) Participate in any determined corrective actions discovered in the after-actions process.

OFF-SITE EVACUATION

Definition

Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.) c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures

	b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe. e) Be familiar with special needs evacuation plans (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Work with District office for assistance needed c) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate b) Call 9-1-1 if necessary g) Notify Superintendent's Office h) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation procedures b) Ensure every student and staff members is accounted for. c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation <u>Goal 2 Actions</u> a) Make notification to staff and students ● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary ● The signal for Evacuation is the fire alarm (bell or horn signal) ● If the primary emergency notification system fails to activate, the secondary notification method will be the PA System ● If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners ● Provided time is available, make an announcement over the public address system: ***Announcement Example:*** "Attention please. We need to institute an evacuation of all buildings. Teachers are to take their students to their designated Assembly Area. Students, please remain with your teacher." ● *To alert visually impaired individuals* o Announce the type of emergency o Offer your arm for guidance o Tell person where you are going, obstacles you encounter o When you reach safety, ask if further help is needed ● *To alert individuals with hearing limitations* o Turn lights on/off to gain person's attention -OR- o Indicate directions with gestures –OR- o Write a note with evacuation directions b) Call 9-1-1 if necessary c) Notify the Superintendent's Office of situation <u>Goal 3 Actions</u> a) Ensure staff and students evacuate b) Implement accountability procedures c) Activate the Incident Command Team, if necessary ● Search and Rescue ● First Aid/Medical ● Reunification Team **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area <u>Goal 2 Actions</u>

	a) Provide accountability report to Incident Command/administration b) Provide a report of any hazards or situations that need attention to Incident Command/administration <u>Goal 3 Actions</u> a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area b) Consider persons with special needs ● *To evacuate individuals using crutches, canes or walkers* ○ Evacuate these individuals as injured persons ○ Assist and accompany to evacuation site, if possible -OR- ○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- ○ Help carry individual to safety ● *To evacuate individuals using wheelchairs* ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>al 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response

	c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Structured Reunification

Comprehensive Reunification Plan is available in Functional Annex B

Definition

Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

Shelter-In-Place

Definition

Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. Shelter-in-place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while Shelter-in-place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

BEFORE	
Goal:	1. Coordinate with local fire to develop viable Shelter-In-Place procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Pace, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place b) Determine accountability procedures c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Shelter-In-Place procedures b) Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place c) Ensure staff are familiar with special needs planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Shelter-In-Place areas and procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Shelter-In-Place procedures quarterly b) Participate and lead students through Shelter-In-Place drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Shelter-In-Place response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs b) Work with District office for assistance needed c) Implement Shelter-In-Place procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Shelter-In-Place b) 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement Shelter-In-Place procedures b) Shut down HVAC system, as necessary c) Ensure every student and staff members is accounted for d) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation <u>Goal 2 Actions</u> a) Make notification to staff and students ● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary ● The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System ● If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container ● Make an announcement in person directly or over the public address system:

	● ***Announcement Example:*** *"Attention please. We have a hazard in the community and are instituting Shelter In Place procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."*
	● *To alert visually impaired individuals*
	  ○ Announce the type of emergency
	  ○ Offer your arm for guidance
	  ○ Tell person where you are going, obstacles you encounter
	  ○ When you reach safety, ask if further help is needed
	● *To alert individuals with hearing limitations*
	  ○ Turn lights on/off to gain person's attention -OR-
	  ○ Indicate directions with gestures –OR-
	  ○ Write a note with evacuation directions
	b) Call 9-1-1 if necessary
	c) Notify the Superintendent's Office of situation
	<u>Goal 3 Actions</u>
	a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards
	b) Make arrangements for central HVAC shutdown, as necessary
	● Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system
	c) Implement accountability procedures remotely
	
	STAFF ACTIONS:
	<u>Goal 2 Actions</u>
	a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter
	b) Provide a report of any hazards or situations that need attention to Incident Command/administration
	<u>Goal 3 Actions</u>
	a) Immediately clear students from the halls. Stay away from all doors and windows
	b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance
	c) Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights
	d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine
	e) If Incident Command Team is activated, serve in designated position

AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u>

	a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Secure Campus

Incident/Threat Off Campus – School Takes Precautionary Measures

Definition

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community, or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

Secure Campus is intended to prevent a potential community threat from entering campus

- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for any reason
- Requires that students and staff remain in Secure Campus status until ALL CLEAR is issued by administration

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- Police activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN in which case, instruction immediately ceases, and students and staff follow LOCKDOWN procedures.

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local law enforcement to ● Ensure an effective Secure Campus response ● Determine strategies for accounting for all students and staff ● Determine effective rooms/areas to use in Secure Campus situations ● Determine strategies law enforcement will use to keep the campus safe ● Determine strategies recommended by law enforcement for staff to take b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u>

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus <u>Goal 3 Objectives</u> a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to ● Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown ● Determine rooms/areas best suited for Secure Campus situations ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response ● Develop accountability procedures which will work for law enforcement and the campus ● Consider the different types of hazards that might require Secure Campus b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus b) Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations

	c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Campus procedures quarterly b) Participate and lead students through Secure Campus drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Secure Campus response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs. b) Work with District office for assistance needed. c) Implement Secure Campus procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Secure Campus b) Notify 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus <u>Goal 3 Objectives</u> a) Implement Secure Campus procedures b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students ● The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary ● The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff ● If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the announcement for the Secure Campus and then tell staff to check their emails for more details ● The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System

- Include details such as:
  - Calmly walk to or remain in school buildings
  - Lock all exterior doors
  - Close blinds
  - Continue the education process
- Make an announcement in person directly or over the public address system:
- *Announcement Example: "Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff please check your email periodically for more information."*
  -REPEAT-
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation. Ask for assistance as needed.
d) If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

Goal 3 Actions

a) Designate assigned individual to close all entrance and exit points on the campus perimeter
b) Designate assigned individual to lock all doors leading into administration building and other common areas
c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside
d) If law enforcement is on campus, they may be able to provide escort for a in-person check to ensure all classrooms are securely locked
e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)
f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown
g) If students are out at break, recess, or lunch and situation is deemed imminent, announce Secure Campus status and ask that all students return to assigned classrooms immediately
h) Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
i) After the emergency has been neutralized, initiate All Clear

STAFF ACTIONS:

Goal 2 Actions

j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside

	k) Provide a report of any hazards or situations that need attention to Incident Command/administration <u>Goal 3 Actions</u> a) Move to the door and instruct any passing students to return to assigned classroom immediately b) Close and lock the door c) Continue class instruction or activity as normal d) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions e) Be alert to the possibility that response may elevate to LockDown f) Do NOT call office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room g) Wait for another action or, if All Clear is issued, return to normal class routine **Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE or Other Activity)** <u>Goal 3 Actions</u> a) Gather students together and organize into an orderly formation b) Inform students that as part of Secure Campus procedures, the class will move immediately to a predetermined classroom location c) Proceed to on-campus shelter location as quickly as possible d) Once inside, take attendance to ensure all present students are accounted for e) By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students f) Implement all classroom policies and procedures for Secure Campus status g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander h) Wait for another action or, if All Clear announcement is issued, return to normal class routine
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests

	<u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Lockdown

Threat of Violence on Campus/Immediately off Campus

See also Active Shooter and Other Active Assailant Procedures

Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will put students and staff in jeopardy. Lockdown is used to prevent intruders from entering occupied areas of the building. The concept of Lockdown is no one in, no one out. All exterior doors are locked, and students and staff must always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:

- Law Enforcement is aware of the situation
- Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening

This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives

	a) Meet, train and drill with local law enforcement to: ● Ensure an effective Lockdown and Active Shooter/Armed Assailant response ● Determine strategies for accounting for all students and staff ● Determine effective rooms/areas to use in Lockdown situations ● Determine strategies law enforcement will use to keep the campus safe ● Determine strategies recommended by law enforcement for staff to take during Lockdown situations b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown <u>Goal 3 Objectives</u> a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to: ● Ensure the agency and responders know the standardized language and when they should call for a “Lockdown” rather than a “Secure Campus” ● Determine rooms/areas best suited for Lockdown situations ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response ● Develop accountability procedures which will work for law enforcement and the campus ● Consider the different types of threats that might require Lockdown ● Procedures for All Clear in Lockdown situations b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as much information as possible in order for an effective response without causing undue panic

	b) Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning for emergencies (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures d) Understand the difference between a Lockdown and a Secure Campus e) Be Familiar with Active Shooter/Armed Assailant procedures f) Be familiar with the accountability procedures g) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Lockdown procedures quarterly b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Lockdown response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Lockdown b) If available, work with law enforcement, and other responders to determine Lockdown needs c) Work with District office to obtain needed assistance d) Implement Lockdown procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Lockdown b) Notify 9-1-1 c) Notify Superintendent's Office. d) Staff provide accountability report and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown <u>Goal 3 Objectives</u> a) Implement Lockdown procedures b) If safe to do so, ensure every student and staff members is accounted for

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students ● The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus ● Make an announcement in person directly or over the public address system: ● <u>Announcement Example:</u> "Attention please. We have an emergency situation and must implement Lockdown procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement" ● If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms ● All staff should put life safety as priority and only engage in communications if they are in a secure area AND ○ Know where the threat is and/or can describe to law enforcement how get to the threat ○ Can describe the perpetrator(s) ○ Are in dire need of medical services ○ With someone in dire need of medical services ● *To alert visually impaired individuals* ○ Announce the type of emergency ○ Offer your arm for guidance ○ Tell person where you are going, obstacles you encounter ○ When you reach safety, ask if further help is needed ● *To alert individuals with hearing limitations* ○ Turn lights on/off to gain person's attention -OR- ○ Indicate directions with gestures –OR- ○ Write a note with directions b) Call 9-1-1 if necessary ● Provide as much information about the situation/threat: ○ Location ○ Description: clothing, age, etc. ○ Weapons c) Notify the Superintendent's Office of situation. Ask for assistance as needed. <u>Goal 3 Actions</u> a) Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so b) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office c) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked

	d) Provide master key to law enforcement if they don't already have one or do not have access to the Knox box. e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately g) After the emergency has been neutralized, initiate All Clear per procedures developed **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Provide accountability report to Incident Command/administration, if safe to do so. This will be provided remotely (email or phone), in order for all individuals to remain inside b) All staff should put life safety as priority and only engage in communications if they are in a secure area AND o Know where the threat is and/or can describe to law enforcement how get to the threat. o Can describe the perpetrator(s). o Are in dire need of medical services. o With someone in dire need of medical services. <u>Goal 3 Actions - Inside buildings</u> a) Move to the door and instruct any passing students to return to assigned classroom immediately b) Close and lock the door c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions. d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible f) Close any shades and/or blinds if it appears safe to do so g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic i) The only reason individuals in the classroom should use a phone is to provide information on the following: ● Location of the perpetrator ● Can describe the perpetrator ● Someone in the area needs ***immediate*** medical assistance j) If safe to do so, monitor email, texts and/or website for updated information k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements

	n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so o) Wait for another action or, if All Clear is issued, return to normal class routine <u>Goal 3 Actions – If Outside Buildings</u> a) Staff will determine the best course of action, based on the location of the threat. Staff may: ● Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given ● Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Drop, Cover, Hold On Procedure

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Duck, Cover and Hold On is the action taken during an earthquake to protect students and staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses 2. Provide developmentally appropriate training to familiarize students with emergency responses 3. Implement mitigation strategies to prevent injury from flying and falling objects
Objective(s):	<u>Goal 1 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies <u>Goal 2 Objectives</u> a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods <u>Goal 3 Objectives</u> a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills. c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked

	STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team. b) Follow the Chain of Command during emergency situations. c) Be familiar with Drop, Cover and Hold-On procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification. f) Participate and lead students through Drop, Cover and Hold-On drills. g) Be familiar with special needs emergency planning (Functional Annex E) <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices
DURING	
Goals:	1. Make proper notifications. 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Make notify to staff and students to Drop, Cover and Hold-On b) Call 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Make notification to staff and students ● In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On ● During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System ● The following announcement will be made over the public address system and by teachers in classrooms: ● *<u>Announcement Example</u>: "Attention please. We are experiencing seismic activity. For your protection, follow Duck, Cover and Hold On procedures.*

Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions"

- Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage

Goal 2 Actions

a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required
b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures

Goal 3 Actions

a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures
b) Implement accountability procedures
c) If there is evidence of a gas leak, designate someone to turn off gas valves
d) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team
e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe
f) Implement Reunification Plan as necessary (See Functional Annex B)

STAFF ACTIONS:

Goal 1 Actions

a) Provide accountability report to Incident Command/administration.
b) Provide a report of any hazards or situations that need attention to Incident Command/administration.
c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions

a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings

a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface
b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to

	evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris f) If Incident Command Team is activated, fill designated position g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible. h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official. <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area d) If Incident Command Team is activated, fill designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:**

	<u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REUNIFICATION PLAN

FUNCTIONAL ANNEX B

REUNIFICATION PLAN

Purpose

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. if an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

NOTE: For brevity, this plan will refer to "parents," which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

Situation and Assumptions

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process.
Parents/guardians may be emotional when arriving at the school.
While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency.
Staffing may be limited; some duties may need to be modified based on the amount of staffing available.
District office staff may need to assist with the reunification process.

Disclaimer

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

Concept of Operations

General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
    - The Assembly Area, which will be where students can wait for their parents/guardians
    - The Request Gate where parents/guardians fill out reunification documentation and provide identification
    - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
    - The Reunification Area where parents/guardians, will be escorted to and reunified with their student
    - The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

Basic Operations

- **Assembly Area**: Managed by Assembly Area Leader**.** Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader**.** When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

On-Scene Parent Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains

- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma
- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

End of Operations

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

Reunification Considerations General

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the District Office?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

Administration and Support

Reporting

Need for student/parent reunification should be reported to the district office and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include pre-determined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures

TWO-GATE REUNIFICATION

With Reunification Taking Place AT RELEASE GATE

This type of reunification is recommended when there are NO injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ◻ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICAITON SAFETY CONCERNS

- ◻ Secure area against unauthorized access. Mark gates with signs
- ◻ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ◻ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ◻ Put on vest, badge, or position identifier
- ◻ Assign volunteers to assist
- ◻ Set up tables at the Request Gate and Release Gates
- ◻ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ◻ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ◻ Set up Release Gate outside away from the Request and Assembly areas
- ◻ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ◻ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

REQUEST GATE

- ◻ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ◻ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ◻ Ask Parent to proceed to the Release Gate
- ◻ File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

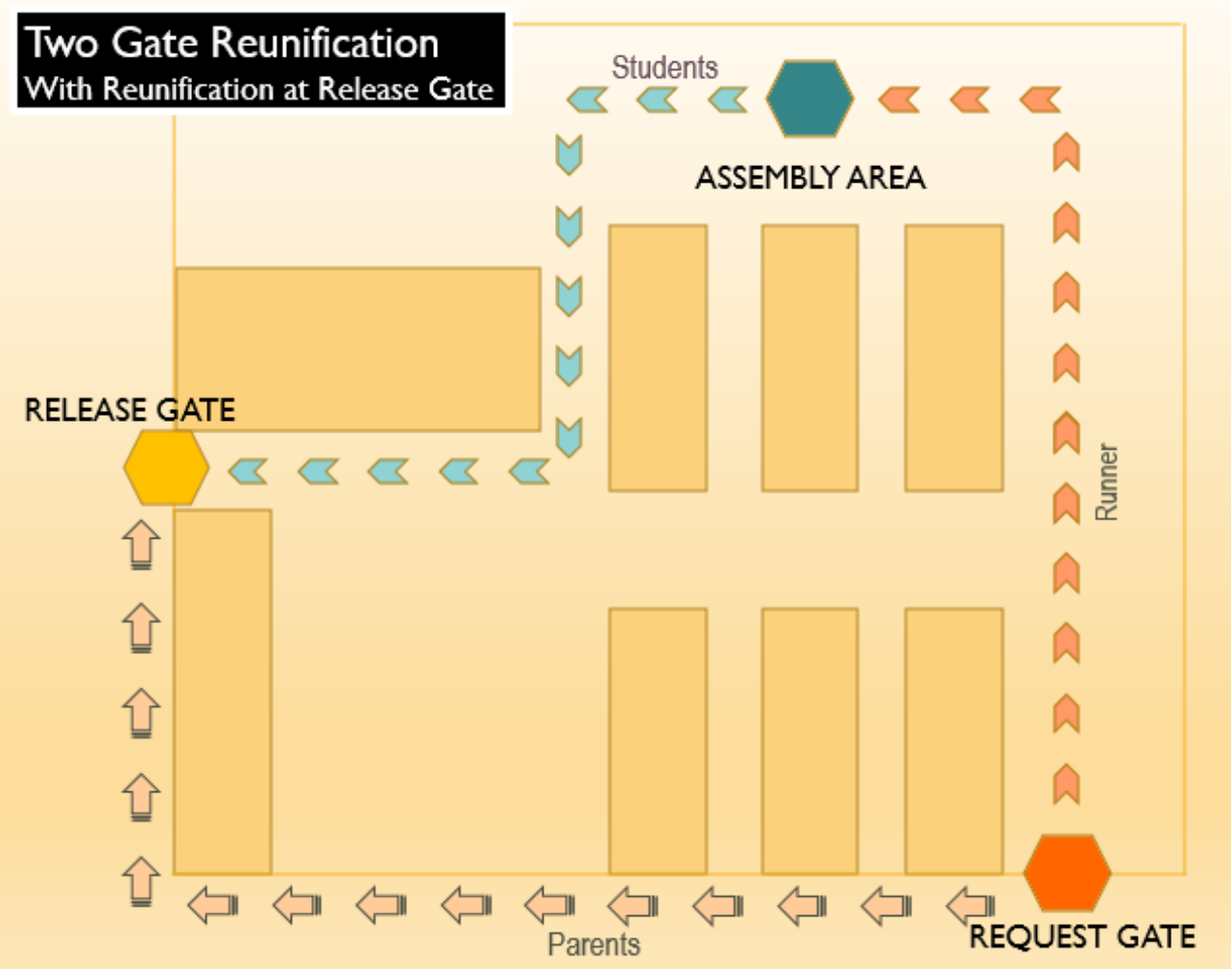
- ◻ Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**

- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
    - Runner shows Student Request & Release Form to the Assembly Area Leader
    - Teacher/Staff marks box, “Sent with Runner”
    - Runner walks student to Release Gate
    - Runner hands paperwork to Release Staff
    - Release Staff verifies student ID and concludes release process to Parent/Guardian
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**

  Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification be used. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.
    - Assembly Area Leader makes appropriate notation on Student Request & Release Form
        - “Absent” if student was not in school that day
        - “First Aid” if student is known to be receiving Medical Treatment
        - “Missing” if student was in school but now cannot be located
    - Runner takes Student Request & Release Form to Release Gate Leader
    - Release Gate Leader verifies student location, if known, and directs runner accordingly
        - If student is in First Aid, escort parent to Medical Treatment Area
        - If student was marked absent, notify parent accordingly
        - If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

RELEASE GATE

- ☐ Runner provides form to Release Gate staff who check Parent ID again
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion


Two Gate Reunification
With Reunification at Release Gate
Students
ASSEMBLY AREA
RELEASE GATE
Runner
Parents
REQUEST GATE

TWO-GATE REUNIFICATION

With INTERNAL Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area. The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ◻ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICATION SAFETY CONCERNS

- ◻ Secure area against unauthorized access. Mark gates with signs
- ◻ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ◻ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ◻ Put on vest, badge, or position identifier
- ◻ Assign volunteers to assist
- ◻ Set up tables at the Request Gate and Release Gates
- ◻ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ◻ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ◻ Set up Release Gate outside away from the Request and Assembly areas
- ◻ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ◻ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews
- ◻ Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate
- ◻ Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

NOTIFICATION AREA SET-UP

- ◻ Private area with individual rooms, and external private access to transportation of premises, if possible
- ◻ Power supply and Internet access
- ◻ Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- ◻ Telephone to communicate with outside agencies and area hospitals
- ◻ Counselors and/or trained mental health professionals to provide notification and support to families

- ◻ Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased
- ◻ Water and snacks

REQUEST GATE

- ◻ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ◻ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ◻ Have staff escort parents as individuals or groups to the reunification area
- ◻ If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- ◻ File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ◻ Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- ◻ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form
- ◻ **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent.
- ◻ **IF STUDENT IS NOT IN ASSEMBLY AREA**
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
    - "Absent" if student was not in school that day
    - "First Aid" if student is known to be receiving Medical Treatment.
    - "Missing" if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Reunification Area Leader
  - Reunification Area Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

REUNIFICATION AREA

- ◻ Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- ◻ Monitor flow of traffic
- ◻ Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- ◻ Double checks child's name with Student Request & Release Form
- ◻ Documents reunification on student lists or other developed method
- ◻ Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent

- ◻ If parent comes into Reunification are whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

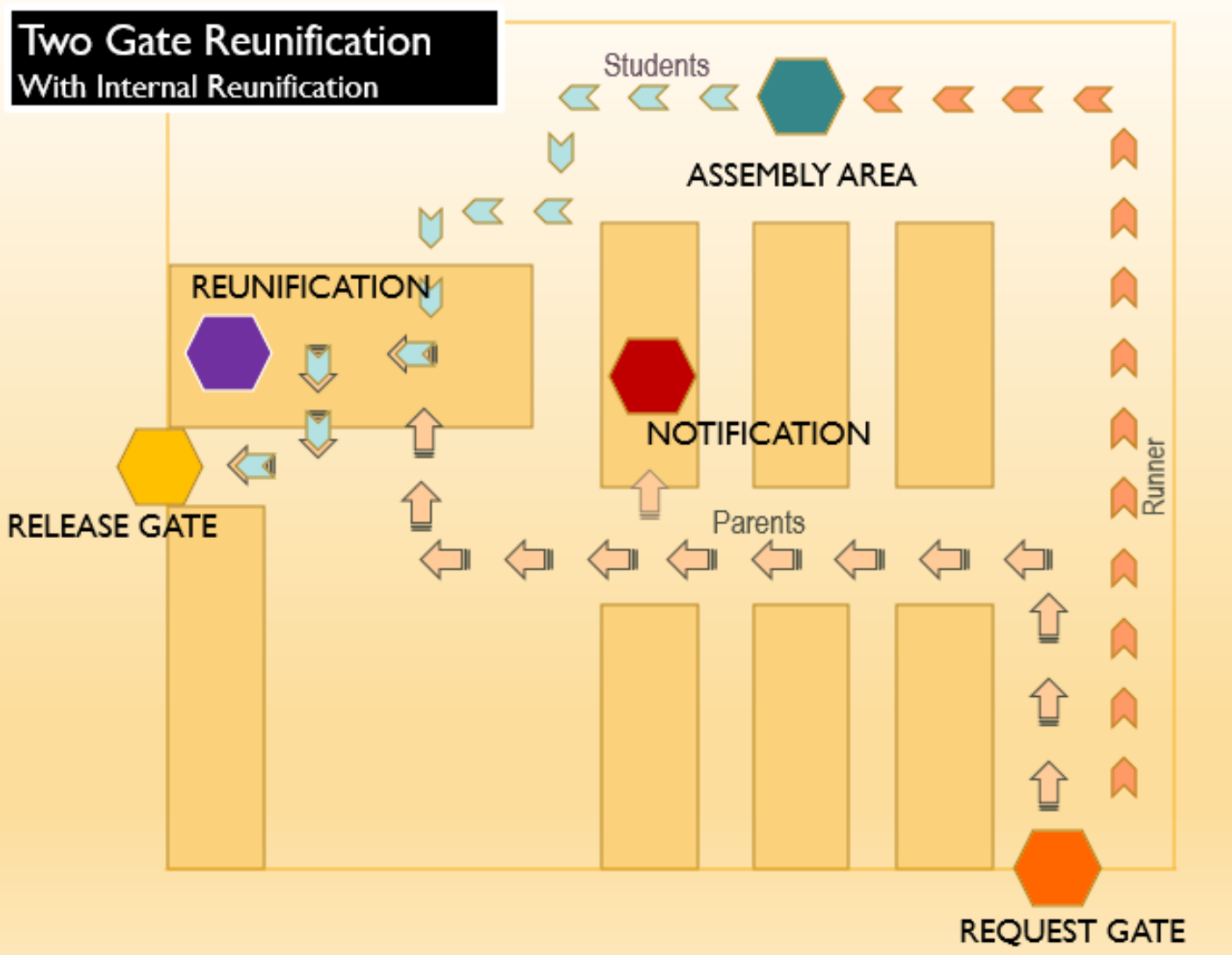
NOTIFICATION AREA

Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- ◻ Greet parents or legal guardians
- ◻ Verify the name(s) of the student(s) they are requesting
- ◻ Verify the status of the student(s) being requested
- ◻ Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- ◻ Arrange for assistance in the way of transportation, faith-based assistance, or other support.
- ◻ Assign a district employee to serve as a liaison to the family
- ◻ Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)
- ◻ Assist the parent with their trauma
- ◻ Make communication devices available to the parent/guardian means for contacting other family members and supporters
- ◻ Shelter the parent from media representatives

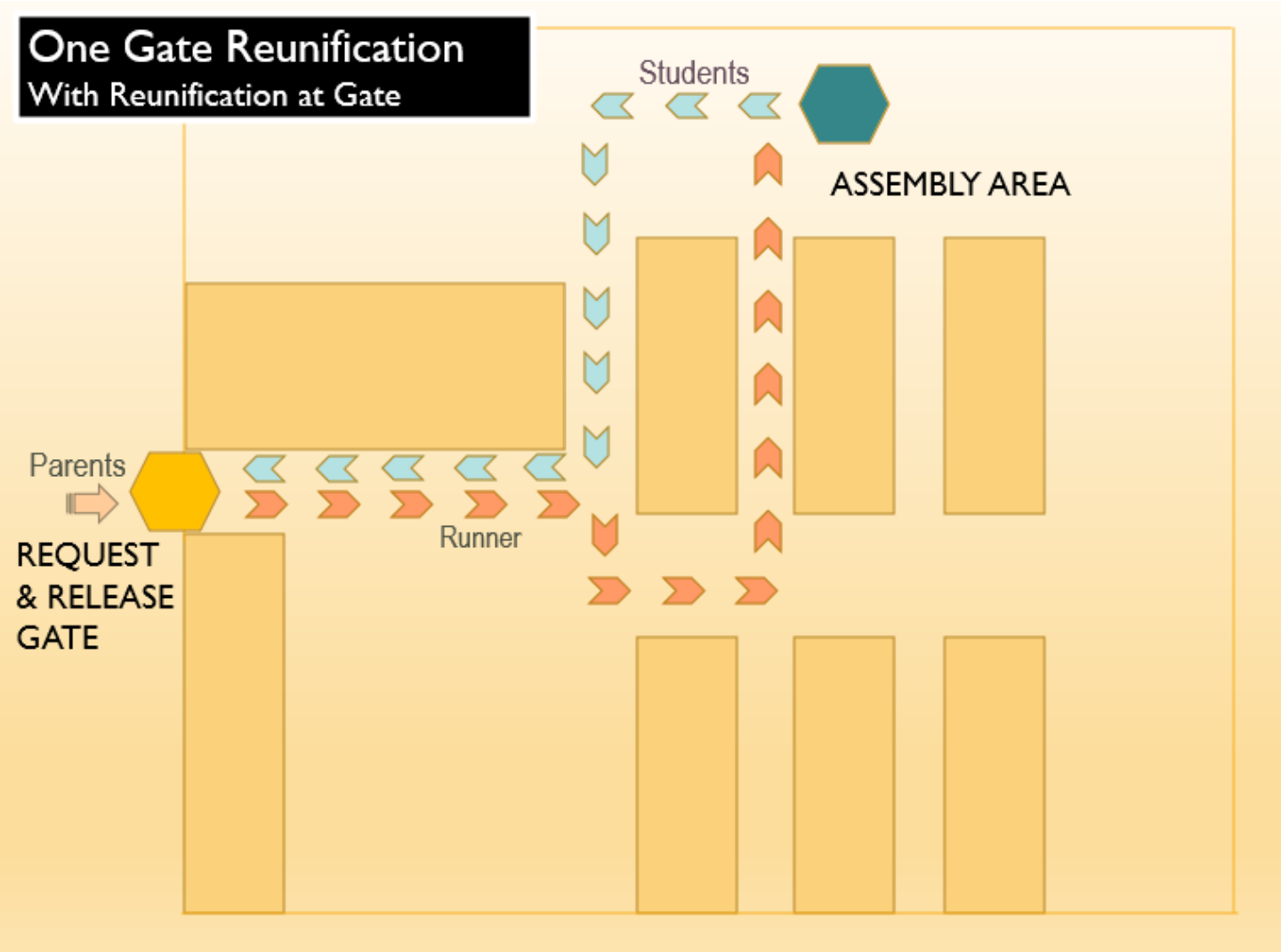
RELEASE GATE

- ◻ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ◻ Release Gate staff document student release
- ◻ Parent signs student out, then immediately departs the area with student to reduce congestion


Two Gate Reunification
With Internal Reunification
Students
ASSEMBLY AREA
REUNIFICATION
NOTIFICATION
RELEASE GATE
Parents
Runner
REQUEST GATE

ONE-GATE REUNIFICATION

This type of reunification is recommended when there are NO injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.



CLASSROOM REUNIFICATION

Classroom reunifications is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

REUNIFICATION SAFETY CONCERNS

- ◻ Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.
- ◻ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ◻ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ◻ Assign volunteers to assist
- ◻ Make signs with classroom numbers and teacher's name to have at the Request Gate.
- ◻ Have Student Request & Request & Release Forms for each parent
- ◻ Provide Emergency information to each teacher in their classroom via PDF or hard copy
- ◻ No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews
- ◻ Set-up Release Gate, for double checking ID

REQUEST GATE

- ◻ Have Parent fill out student information of Student Request & Release Form
- ◻ Line parents up according to classroom
- ◻ Escort parents to classroom

REUNIFICATION AREA (CLASSROOM)

- ◻ Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods
- ◻ Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification
- ◻ Documents reunification on student lists or other developed method
- ◻ Reminds parents to have ID out for last check at the Release Gate
- ◻ Sends the Student Request & Release Form to Release Gate with parent

RELEASE GATE

- ◻ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ◻ Release Gate staff document student release
- ◻ Parent signs student out, then immediately departs the area with student to reduce congestion

OFF-SITE REUNIFICATION

Off-Site reunifications will have extensive District Office staff support.

School site staff should expect to:

- ◻ Account for students. Let Incident Commander know of any missing, injured or deceased students
- ◻ Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others
- ◻ Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site
- ◻ Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk
- ◻ Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc

Incident Commander should expect to:

- ◻ Account for students. Let Law Enforcement and District Office know of any missing, injured or deceased students
- ◻ Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible
- ◻ Be available to district office staff, to assist with reunification once at external location
- ◻ Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or a district administrator

REUNIFICATION SUPPLY CONSIDERATIONS

- ◻ Roller Boxes and/or Rubbermaid Containers for all equipment
- ◻ Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- ◻ Student Request & Release Forms
- ◻ Alpha Signs to Organize Request Lines
- ◻ Tables and Chairs
- ◻ Bull Horns
- ◻ Caution tape
- ◻ Boxes to Organize Emergency Cards and Student Request & Release Forms
- ◻ Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- ◻ Vests
- ◻ ICS Assignment Badges
- ◻ Folders and organizers for rosters, student Request & Release Forms, etc.
- ◻ Pens and markers
- ◻ Map with Release Area and Parking
- ◻ Clipboards or extra tables along line for Parents to use
- ◻ Staplers
- ◻ Duct Tape
- ◻ Painter’s Tape
- ◻ Zip-lock large bags
- ◻ Radios and extra batteries

STUDENT REQUEST & REQUEST & RELEASE FORM

Parent/Guardian: **Please complete section 1 of this form**. You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.
Padres/Guardianes: **Por favor complete esa seccion1 de esta forma**. Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

PLEASE PRINT

(List siblings on the same form ONLY if they have the SAME LAST NAME)

1	PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES			
	_____	1) _____	_____	_____
	STUDENT Last Name	First Name	Teacher	Grade
		2) _____	_____	_____
		First Name	Teacher	Grade
		3) _____	_____	_____
		First Name	Teacher	Grade
	_____		_____	
	PRINT NAME of Authorized Adult (Must be listed as an emergency contact)		Cell Phone Number	

STAFF COMPLETE SECTIONS 2 & 3

2	REQUEST GATE		
	Yes	No	
	❑	❑	Is the person requesting the student on the Emergency Contact List STAFF INITIALS_____
	❑	❑	On the Emergency Contact List paperwork, circle the name of the person picking up the student.
	❑	❑	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):
	❑	❑	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).
	❑	❑	Staff - give this form to a “staff runner” to retrieve the student.

RELEASE GATE OR REUNIFICATION AREA

3	Yes	No	
	❑	❑	Receive/get student from Assembly Area.
	❑	❑	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.
	❑	❑	Verify Photo I.D. again. Have them sign below to indicate where they are going next.

Signature of person releasing student to:
Firma de la persona liberando al estudiante: _____

Next Destination:
Proximo destino: _____

Staff Signature: _____ **Time of Release:** _____

NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM

Student Release Log

School Jefferson Middle School Date _____

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent's Office]

ABBREVIATED
AFTER-ACTION REPORT
(for small scale events and drills)

DATE:		TIME:	
SCHOOL/SITE	Jefferson Middle School	BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

Add rows to table as necessary

STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR

1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
3) Complete this form using the information gained from the Brainstorm session.
4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
5) Keep a copy of this completed form for your records.

INCIDENT COMMAND TEAM POSITION GUIDES

FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

Section: Command

Site Incident Commander

Reports to: **Superintendent (or designee)**

Staffing Characteristics: Principal or Site Administrator

Responsibility: The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response 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 Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates
- Reassign personnel as needed
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become “Disaster Service Workers” and can be deployed by the Superintendent
- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls 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, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief
- Proclaim termination of the emergency and proceed with recovery operations if necessary

Safety Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

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

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures.
- Implement Site Emergency Procedures Plan
- 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 Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Monitor drills, exercises, and emergency response activities for safety
- Identify and mitigate safety hazards and situation
- 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 Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

Section: Command

Public Information Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet
  - School Accountability Report
- Scissors
- School site map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Digital recorder/voice recorder

Start-Up Activities:

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander
- Consult with District's Communications Officer to coordinate information release
- Assess situation and obtain statement from the Site Incident Commander. 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 Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation
- Statements must be approved by the Site Incident Commander and should reflect:
    - Reassurance - “Everything’s going to be OK.”
    - 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 location, 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 and volunteers to refer all questions from media or waiting parents to the Public Information Officer**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about incident. Correct any misinformation heard

Section: Command

Liaison Officer

Reports to:	**Site Incident Commander**
Staffing Characteristics:	**These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	

- Brief Agency Representatives on current situation, priorities, and incident action plan
- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans
- Provide periodic update briefings to Agency Representatives, as necessary

Section: Operations

Operations Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

Special Equipment:

- Maps: See Crisis Response Box

During Event:

- 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, utilizing the position checklists
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed
- Communicate with Finance & Administration Section Chief as to whether or not there are any “missing”. If it has been determined that there are “missing” occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact “missing” individuals.
- As information is received from the Operations staff, update the Site Incident Commander
- Inform the Site Incident Commander regarding tasks and priorities
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff as needed

Site Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: Custodian or others familiar with the site's facilities.

Responsibility: Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools

During Event:

- Observe the campus and report any damage by radio to the Site Command Post
- Lock or open gates and major external doors appropriate for the situation
- 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 Site Incident Commander
- Post yellow caution tape around damaged or hazardous areas
- Verify that campus gates are secured and report same to Site Incident Commander
- Advise Site Incident Commander of all actions taken for information and proper logging
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety
- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

Section: Operations

Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing "missing" occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response
- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
  - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking 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 building**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

Search & Rescue Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response
- **Each Buddy Team will consist of 3 persons**

During Event:

- **Buddy system: 3 persons per Buddy Team**
    - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation firs
    - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible
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- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Responsibility: Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs
- Request assistance from the District Crisis Response Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container
- 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 with staff trained in CISM from the District Crisis Response Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
  - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics

- Brief newly assigned personnel
- Report deaths immediately to Operations Section Chief.
  After pronouncement or determination of death:
  - **Do not** move the body until directed by Site Incident Commander
  - **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 Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities 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. 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
- Keep Operations Section Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

Section: Operations

First Aid & Medical Team

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in First Aid and Critical Incident Stress Management (CISM)

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First Aid & Medical Team supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms:
  - Medical Treatment Log
  - Notice of First Aid-Care Provided

Start Up Activities:

- Obtain and wear personal safety equipment including latex gloves
- Use approved safety equipment and techniques
- Check with First Aid & Medical Team Leader for assignment

During Event:

- Administer appropriate first ai
- **Keep accurate records of care given**
- Continue to assess victims at regular intervals
- Report deaths immediately to First Aid & Medical Team Leader
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available

Buddy Teams:

- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Are

Triage Entry Area:

- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments
- Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged
- Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie

Treatment Areas ("Immediate" & "Delayed")

- Completes secondary head-to-toe assessment
- Records information on triage tag and onsite treatment records
- Follow categories: Immediate, Delayed, Dead

- When using 2-way radio, do not use names of injured or dead

After:

- Clean up first aid area. Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

Reunification Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.

Responsibility: Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

Special Equipment:

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard
- Phone or radio to communicate with team
- Forms: to provide to team
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- Ensure signage for way-finding and instruction is posted throughout the school
- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)
- Refer to School Site Reunification Plan when necessary

During Event:

- Monitor the safety and well-being of the parents, students and staff
- Mitigate any identified problems
- Ensure team members are getting breaks
- Maintain order
- Work with security on any safety issues
- Direct all requests for information to the Public Information Officer

Assembly Area Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in managing large groups of students - Associate Principal or Administrative Designee

Responsibility: Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- If school is evacuating:
  - Verify that the Evacuation Area and routes to it are safe
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate
  - Initiate the set-up of portable toilet facilities and hand washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area
- Administer minor first aid as needed
- Support the Release Gate process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements through the Logistics Section 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 Evacuation Area (or in the buildings)
- Direct all requests for information to the Public Information Officer

Section: Operations

Request Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Pens for parents' to complete forms
- Forms:
  - Student Release Form
  - Volunteer Assignment Log

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
- **Refer all requests for information to the District's Communications Officer**
- If volunteers arrive to help, have them report to the Request Area to be registered

Reunification Procedures:

- Requesting parent or guardian 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
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box
- Runner takes form(s) to the designated classroom

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on 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 Notice of First Aid Care Given Form with the runner
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Operations Chief for verification**

Section: Operations

Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or authorized adult at the Release Gate.

Special Equipment:

- Stapler
- Pens for parents to sign Student Release Log
- Student Release Log
- Signs: Release Gate
- Empty file boxes to use for processed Student Release Forms

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Area.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**

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 Notice of First Aid Given Form with the runner.
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate
- Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Section Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification
- Parent should be notified of missing student status 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

Section: Planning & Intelligence

Planning & Intelligence Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Resource Teacher

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

Records:

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content
- Log in all written reports
  - **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**
- File all reports for reference

Student and Staff Accounting:

- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

Situation Status Map:

- Collect, organize and analyze situation information
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (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 Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

Section: Logistics

Logistics Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Equipment:

- Cargo container or other storage facility with all emergency supplies stored on site
- Forms
- Site Status Report
- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed
- Review staff roster and begin call-back, as required

During Event:

- Maintain security of cargo container, 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
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies

Section: Finance & Administration

Finance & Administration Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards. Office staff.

Responsibility: Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment::

- None

During:

- Receive, record, and analyze Student Accounting Forms
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically
- **Report missing persons and site damage to Planning & Intelligence Section Chief**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- 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
- Determine process for tracking purchases
- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

INITIAL DAMAGE ASSESSMENT

FUNCTIONAL ANNEX D

NOTES ABOUT THIS SECTION FOR DISTRICT OFFICE
Districts may already have an initial or preliminary damage assessment form. It is recommended that districts have some process for collecting damage reports from school sites in the event of a large-scale disaster. This process will be critical if the jurisdiction and/or the district are eligible for FEMA or State reimbursement of disaster funds.

CONDUCTING AN INITIAL DAMAGE ASSESSMENT

Initial damage assessment – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School Jefferson Middle School			DATE:	
Buildings Damaged				
Space is (check all that apply)				
□ Not usable	□ Usable	□ Wet/Damp	□ Dry	□ Unknown
Utilities are operational (check all that apply)				
□ Phone	□ Internet	□ Electrical Power	□ Water	□ Sewer
Ceiling (e.g wet, sagging, collapse)				
Walls (e.g. cracks, watermarks, soot)				
Floor/Carpet (e.g. wet, burnt, torn, mildew)				
Water Leaks (e.g. from roof, through walls, windows)				
Doors/Windows (e.g. broken locks, hinges, awnings)				
Fixtures (e.g. electrical outlets, lighting)				

Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)
Other

Evacuation Planning for Special Needs

FUNCTIONAL ANNEX E

For People with Disabilities and Special Needs

Jefferson Middle School uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

NOTES ABOUT THIS SECTION FOR DISTRICT OFFICE
This document was modified from the National Fire Protection Emergency Evacuation Guide and has been made more school oriented. Before providing the CSSP template to schools, the District should review this Functional Annex to determine any modifications and/or additions to procedures. The form at the end of the Annex can be used by schools to assess their ability to assist individuals with special needs. Although this Functional Annex is not mandatory, the District should ensure that planning for special needs are considered within the CSSP.

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Elements of Needed Evacuation Information

General Categories of Special Need and Disability

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Visual Impairment

Hard of Hearing or Deaf

Speech Impairment

Cognitive Impairment

Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
    - Self
    - Self with device
    - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
    - Who
    - What
    - Where
    - When
    - How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ , for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72¨, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?
Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?
People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one’s arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and

other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?
Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?
If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?
Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?
Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?
People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person
When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People
When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?
Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?
Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System
People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies
The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
  - Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
  - Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

  Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name: _____ Room #: _____

Building (home, office, etc.): _____ Primary Phone: _____

Are Service Animals Present: Yes No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	
Earthquake:	
Flood:	
Storm:	
Attack:	
Other (specify):	

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs *not* obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision *not* obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed? _____

How will the assistant(s) be contacted in an emergency? _____

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			

Assistant 5			
Assistant 6			

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

Opioid & Fentanyl Overdose Prevention

FUNCTIONAL ANNEX F

Jefferson Middle School PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Jefferson Middle School's primary goal in the fight against opioids and fentanyl use is prevention.

Jefferson Middle School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person′s name.
- If this doesn′t work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person′s upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Jefferson Middle School uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher

potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Comprehensive School Safety Plan

2024 - 2025

Monticello Elementary School
Jefferson Elementary School District

Tessa Bunch, Principal
1001 Cambridge Place
Tracy, CA 95377
(209) 833-9300

The Comprehensive Safe Schools Plan was last updated on:
February 24, 2025

Board Members

Debbie Wingo
Brian Jackman
Soyeb Palya
Pete Carlson
Todd Wetherell

Superintendent

James W. Bridges, Ed.D.

NOTE: Tactical information is excluded from the public inspection document.
Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)
In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Board of Education's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)
A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the PUBLIC COPY of this plan. This document is not available for inspection on the internet.

Raising concerns, asking questions about or filing a complaint on this Comprehensive School Safety Plan
Any individual wishing to raise a concern or ask questions about this Comprehensive School Safety Plan can address these to the school principal and/or safety committee. Any individual, including a person's duly authorized representative, public agency, or organization may file a written complaint alleging a matter which, if true, would constitute a violation by the District of federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination. To file a written complaint, please follow the district's Uniform Complaint Procedures which can be found on the District's Website, Staff Handbook and Student Handbook at jsdtracy.com.

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Development of the Comprehensive School Safety Plan

Education Code 32281 below describes participation of specific members of the school community in the writing and development of the Comprehensive School Safety Plan.

Education Code 32281

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

The following individuals contributed to the development of this Comprehensive School Safety Plan:

TITLE	NAME
Principal/Designee	Tessa Bunch
Certificated Employee	Jennifer Lowe
Parent	Luis Chavez
Classified Employee	Regina Gomez
Law Enforcement Agency (Consult)	Officer Tim Brown
Fire Department (Consult)	Chief Tim Speer
Other First Responder (Consult)	
Student (Optional/Recommended)	
Other Member (identify)	Lany Ruiz
Other Member (identify)	Jaclyn Hepler
Other Member (identify)	Savannah Castanon
Other Member (identify)	Crystal Snell
District Representative	

Communicating the Plan to the Public

School Site Council or Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below is the date and location this meeting was held and a description of how the public was notified of the meeting.

School Site:	Monticello Elementary School
Date:	February 13, 2025
Location:	Monticello Elementary School

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:
The community was notified through the weekly bulletin for the weeks of January 23, 2025, January 30, 2025, and February 7, 2025. Additionally, it was posted on the school website and the marquee at the front of the school for the week of February 3-13, 2025.

Minutes from School Site Council Approval of Plan

Monticello Elementary School
School SIte Council Agenda
February 13, 2025
3:15 pm
Monticello Conference Room

Members:

Parents	Staff
Savannah Castananon	Tessa Bunch
Luis Chavez-ab	Scott Huber
Jaclyn Hepler	Jennifer Lowe
Lany Ruiz	Regina Gomez
Crystal Snell-ab	
	Additional Participates:
	Officer Tim Brown
	Fire Inspector Stephanie Caughey

I. **Call to Order**
   - **Hepler Called to order at 3:15 pm**

II. **Review Old Minutes** **Action**
   - **Minutes approved 1st by Lany Ruiz, 2nd by Jennifer Lowe**

III. **Public Comment**
   - **None**

IV. **Attendance Data** **Informational**
   - **Discussed increased sickness and decreased attendance**

- **Attendance numbers are getting better this week**
- **Office Brown shared that he is available for home visits and can work through the SARB process to issue tickets if necessary**

V. Safety Plan **Action**

- **Approved**
    1. **1st by Jennifer Lowe, 2nd by Jaclyn Hepler**

VI. Upcoming Agenda

- **Membership Needs**
    1. **Ruiz, Hepler, Snell, and Chavez will be up for reelection**
- **Attendance Data**

VII. Adjourn

- **Meeting adjourned at 3:45 pm by Lany Ruiz**

Assessment of the Current Status of School Crime and Safety

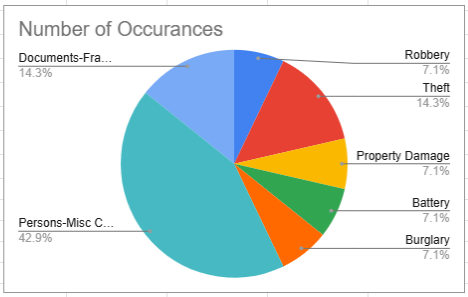
DATA ANALYSIS

Data Source	Conclusions from Safety Committee (administration, parents, classified, certificated, students, etc.)
Suspensions	3 suspensions for the 2023-2024 school year. We are working to continue our implementation of Positive Behaviors Interventions and Supports (PBIS). This suspension number is down from the previous year.
Expulsions	0
Chronic Absences	We had 157 Excessive Absence notices issued in the 24-25 school year. Of those notices 58 came from 1st grade, 23 from 2nd grade, 46 from 3rd grade and 30 from 4th grade. We are educating families on the importance of attending school.
Law Enforcement Calls for Service Report at Site	0
Fire Inspection Report Data	During the fire inspection it was noted that some teachers had too much paper covering their walls and exits were covered with flammable material. Additionally, there were a few instances where repairs needed to be made to insulation.
290 Registrants/Sexual Offenders in area around school (Meghan's Law)	There are 29 registered sex offenders in a 2 mile radius of Monticello Elementary School. We use an Ident-A-Kid system to require all visitors to check in on campus, through this system Sexual Offenders are identified and flagged. This

sends a message to several district office level employees as well as office staff.

Community Crime data

Type	Number of Occurances
Robbery	1
Theft	2
Property Damage	1
Battery	1
Burglary	1
Persons-Misc Crimi	6
Documents-Fraudul	2



Risk Assessment

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Appropriate Programs and Strategies that Provide School Safety

Monticello Elementary School Specific Information

- **School Based Counseling**
  - We offer counseling through Valley Community Counseling. We have a therapist one day a week and counselor two days a week. Social Skills groups and individual services are offered.
- **School Psychologist**
  - There is a school psychologist shared with Jefferson Middle School. We have the psychologist on campus an average of three days per week. The psychologist is responsible for cognitive assessments with the Special Education department, developing and tracking counseling goals for students with IEPs. Additionally, the school psychologist is part of the threat assessment team when students are in crisis.
- **District Behaviorist**
  - The district behaviorist helps with students in crisis. Additionally, the district behaviorist supports students with behavioral challenges, including developing Behavior Intervention Plans, behavioral goals for IEPs and monitoring goals.
- **District Nurse**
  - The district shares a nurse that is traveling between the sites. The nurse monitors student injuries and illness daily. Additionally, the nurse updates the emergency backpacks for the classrooms. The nurse is also updating the lockdown emergency containers
- **Training for staff, students, parents on anything related to school safety/security/school climate, etc.**
  - Parents are given a letter regarding school safety in the “Welcome Back Packet,” prior to the school year starting. The letter indicates evacuation sites and basic protocols. Staff and students train monthly on fire drills. Lockdown drills are held twice yearly. After each drill there is a description of the drill recorded and shared with staff to better improve our practices.
- **Red Emergency Binders**
  - Each grade level has a Red Emergency Binder located in the school office. Within the binder, each student has an emergency card with emergency contacts. There is one binder for each grade level and within the binder, the forms are separated by teacher.
- **Ident-A-Kid**
  - Ident-A-Kid is a check-in and check-out system located in the front office. The system allows us to monitor all visitors on campus at all times. Additionally, when a visitor checks in, it requires a state issued ID. The ID is then immediately run through the Megan’s Law database. The school receives immediate notification if the ID is flagged. The system is also used for students arriving late and leaving early.

- **Boys and Girls Club**
    - Boys and Girls Club is an after school program. Families signed up for the program and students are allowed to stay at the school from dismissal until 6 pm. This program supports school safety and community safety by giving students a safe, supervised space until parents are able to pick students up.
- **Second Step/PAWS Awards**
    - Monticello practices PBIS and has adopted the PAWS awards. This represents Practicing Respect, Accept Responsibility, Work Together, and Safety First. Each trimester teachers select four students per class that are exemplary examples of PAWS. Second Step is our character education program that encourages students to make good choices and helps them to strategize ways to deal with real life situations
- **Digital Citizenship**
    - Digital Citizenship is a course that all students take at the start of the year to ensure they have knowledge about how to maintain a safe online presence. Students are taught lessons by the teacher and typically do an assignment to demonstrate mastery. Teachers report when instruction on digital citizenship is completed and this allows students access to Chromebooks.
- **PBIS**
    - PBIS is a district wide program that promotes positive behavior choices. The PBIS team works to create a positive school environment through the use of Jag Den tickets. Students earn tickets by making good choices and can spend the tickets monthly, in our Jag Den. The PBIS team also created standardized expectations for different locations around campus.
- **Awesome Attendance**
    - Post pandemic, attendance has seen a decline. In an attempt to increase student attendance, we have instituted Awesome Attendance. Students that are present for 98% of the trimester are awarded at an awards assembly for parents to attend.
- **Pesticide Monitoring**
    - Our head custodian has been trained in the administration of pesticides and we have a recording procedure to account for all pesticides used on campus. Each month a notice is posted to the public to indicate pesticide usage. The district contracts with the company that sprays for bugs during times when students are not present.
- **Comfortable rooms/adequate lighting**
    - Each classroom has exterior exit doors, working thermostats and adequate lighting. Classrooms situated in the middle of the campus have interior doors that enter the library. Through our JitBit system teachers can report instances of outages or maintenance needs. Additionally, exterior lighting is checked and changed annually to ensure safety around campus. There are exterior lights located all around the exterior of the buildings, including the cafeteria.

- **Closed campus**
    - Our campus is available for students to enter starting at 7:30 am, in our cafeteria. There is a staff member at that time to receive the students and monitor them until 8 am. Parents are welcome to start dropping off students at that time. At 8 am, our gates open for students to enter and walk themselves to class. Campus visitors must check in through the office with the Ident-A-Kid system listed above. Parents/visitors do not enter the gates with the students. All gates are locked at 8:15 am and remain locked until dismissal.
- **Emergency procedures for students with disabilities**
    - For students that are sensitive to sound, our Special Education classrooms are equipped with noise reducing headphones. Staff help students locate and apply headphones when there is a drill or when students are entering spaces that may be loud. Also, those classes have line ropes that allow for the students to hold onto a circle and stay in a line. They practice with this during drills and daily when traveling to and from the classroom.
- **Surveillance**
    - Monticello is equipped with five security cameras positioned strategically around the campus. There are several cameras facing the playground, giving different vantage points. There are also cameras situated around the backside of the building and one camera situated facing the parking lot from the front of the school to monitor visitors entering the campus.
- **Anti-Bullying/Bullying Prevention Program**
    - Through our Second Step program there are several lessons that deal with empathy and kindness. These lessons are taught weekly and teachers mark them complete through the online platform. Each grade level has an average of 20 lessons that are completed over the course of the year. Classrooms use the additional weeks to focus on PBIS and inclusive practices.
- **Emergency Drills and exercises**
    - Each month we have a scheduled fire drill. The drills are held at random times, including recesses. This allows for campus aides to be available to participate in the drills to understand the emergency procedures. Additionally, there are lockdown drills and earthquakes drills held throughout the year. Different types of drills are not held on the same day. During fire drills classroom teachers take the emergency backpack to the line up location with them and wait for the all clear sign. After the drills a reflection is written on what went well and what needs to be improved. The information is shared with staff.
- **Bullying Report/Prevention procedures**
    - Bullying and harassment can be reported by anyone, including students, staff, and parents. Following the report and investigation is done by administration. At the conclusion of the investigation, prompt appropriate action will be taken. At the start of each year, all students are giving

explicit instruction on bullying and harassment with age appropriate lessons. Continually throughout the year, there is continued instruction on inclusion and anti-bullying through Second Step and PBIS.

Child Abuse Reporting Procedures

Monticello Elementary School adheres to Jefferson Elementary School District Child Abuse Reporting procedures as follows:

Child Abuse Prevention And Reporting **AR 4141.4**

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4 Child

abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001

Child Abuse Prevention And Reporting (CONT)

Mandated reporters include, but are not limited to, administrators, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (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 his/her 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. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (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. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has 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. (Penal Code 152.3, 288)

Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166

Child Abuse Prevention and Reporting (Continued)

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

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. (Penal Code 11165.9, 11166)

1. Child Protective Services/CFS (209) 464-4524
2. Tracy Police Department (209) 831-6550
3. Sheriff (Jefferson School) (209) 468-4400

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). (Penal Code 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: (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/guardian

Child Abuse Prevention and Reporting (Continued)

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 shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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 Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (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. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.
(cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development) (cf. 5145.7 - Sexual Harassment)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

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 Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

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.

(cf. 1312.3 - Uniform Complaint Procedures)

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 Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

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

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

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 his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Regulation
approved: February 10, 2015

JEFFERSON SCHOOL DISTRICT
Tracy, California

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) ( ) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE | TELEPHONE ( )

C. VICTIM

One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME BIRTHDATE SEX ETHNICITY
1. _____
2. _____

NAME BIRTHDATE SEX ETHNICITY
3. _____
4. _____

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

DISASTER PROCEDURES

Hazard and Threat Specific Procedures
can be found in the Hazard Specific Annexes

General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes

CAMPUS OVERVIEW AND MAPS

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Evacuation and Emergency Area Maps

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

OFF SITE EVACUATION ROUTE AND EMERGENCY MAP

CONFIDENTIAL
Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.
Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety using simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) which utilize the Incident Command System (ICS) as the basic response management structure.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school site council and/or school site Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by the Student Services Department.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. Education code 32280 states “It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan.” It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation within 3 months of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

Staff Assigned to Incident Command Team

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to their principal or site administrator.

Drills and Exercises

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

The Principal/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

The California Education Code requires the following drill schedule:

ELEMENTARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each school quarter

Fire Drill (Evacuation)	11-12 times per year (based on school calendar)	Once every calendar month

MIDDLE/INTERMEDIATE SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each quarter
Fire Drill (Evacuation)	4 times per year	Once every quarter

Please note that ALL occupants at your site must participate in these drills

In addition to the drills mandated by the state listed above, the Jefferson Elementary School District recommends the following drills:

RECOMMENDED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Shelter-In-Place Drill	1 or 2	Once - twice per school year
Lockdown Drill	1 or 2	Once - twice per school year

Tabletop Exercises
Incident Command Team members should participate in Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Site administrators are encouraged to engage the staff in table-top exercises twice a year.

Drill & Exercise Compliance
School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency Drill Report form. This form is submitted at the end of the year to the Jefferson Elementary School District Student Services Department, which reviews and ensures District specific items are completed in the Comprehensive School Safety Plan Template}.

CONCEPT OF OPERATIONS

Monticello Elementary School and Jefferson Elementary School District work under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, Monticello Elementary School and Jefferson Elementary School District utilize the Incident Command System to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):

- **FIELD:** After a given situation, appropriate school personnel at the specific campus(es) will respond and handle the incident. This is called the Field Response.

- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site the District Emergency Operations Center (EOC), will be activated. This is the Local Jurisdiction response. Certain District personnel are members of the EOC who have training and experience to manage and coordinate the overall emergency response for the District. The functions of the EOC will support the needs of the incident via an Incident Commander/EOC Director.
- **COUNTY**: For more widespread or severe situations, such as a major earthquake or flooding, the District will contact San Diego County Operational Area for support. The Operational Area manages and coordinates information, resources and priorities among local governments and entities, such as the District and serves as the coordination and communications link between the District and regional level agencies.
- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State's Mutual Aid Program and 4) the coordination with and use of Operational Areas. Together they create a system for local governments or entities, such as the district, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders.
As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Like SEMS, the National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:

- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.
- Provide a common standard for overall incident management.

NIMS has two basic compliance requirements that are already incorporated into SEMS.

- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.
- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities. NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 “Management of Domestic Incidents,” directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

Monticello Elementary School and Jefferson Elementary School District ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the Human Resource Department for record keeping. Campus resources are inventoried and categorized and available to campus response personnel.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.
- **Expandable and collapsible** – Responses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section (See Incident Command Position Guides in Functional Annex C)

INCIDENT COMMAND TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

Summary of Incident Command Team Assignments

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
Safety Officer - ensures all activities are conducted in as safe a manner as possible
Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District's Communications Officer is available
Liaison Officer – serves as the point-of-contact for agencies outside of the District's organization
Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

- **Site Facility Check & Security –** lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control
- **Search & Rescue Leader and Team –** conduct search and rescue operations once accountability process has identified missing persons. It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **First Aid & Medical Leader and Team –** provide first aid and medical response including Critical Incident Stress Management (CISM). It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **Assembly Area Leader –** ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.
- **Student/Parent Reunification**
    - **Request Area** – process requests by parents or authorized adults for release of students
    - **Release Gate** – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services
Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

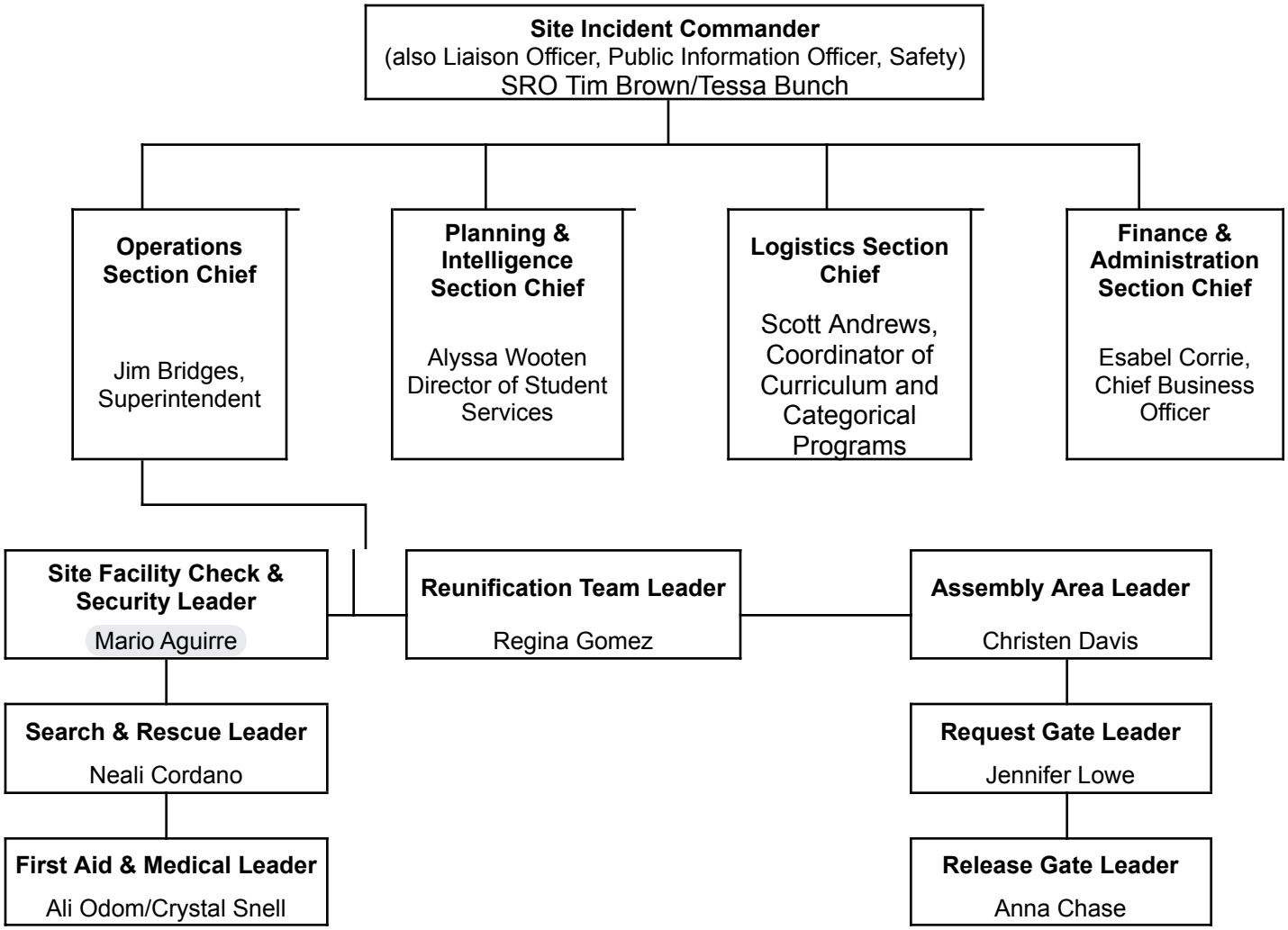
This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

UNIFIED COMMAND

Unified Command exists when two or more organizations/agencies have command authority for an incident, and they work together under a single Unified Command to manage incident response. Unified Command is an application of ICS and may be established at the field response level when more than one agency has jurisdictional responsibilities. Agencies work together through the designated members of the Unified Command to establish their designated ICs (Incident Command) (Incident Command) at the single Incident Command Post (ICP). Under Unified Command, organizations/agencies develop a common set of objectives and strategies which provides the basis for a single Incident Action Plan (IAP).

Monticello Elementary School Incident Command Team Organizational Chart



Monticello Elementary School Incident Command Team Personnel

Position	Personnel
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	SRO Tim Brown or Tessa Bunch
Planning Section Chief	Alyssa Wooten, Director of Student Services
Logistics Section Chief	Scott Andrews, Coordinator of Curriculum and Categorical Programs
Finance & Administration Section Chief	Esabel Corrie, Chief Business Officers
Operations Section Chief	Jim Bridges, Superintendent
Site Facility Check & Security	Mario Aguirre
Search & Rescue: Leader	Neali Cordano
S&R Team A	A) Fabian Mederios Perez B) Rachane Chaitrong (Mr.Don) C) Scott Huber
S&R Team B	A) Sara Kille B) Breana Shortridge C) Joan Freeman-Anaya
First Aid & Medical: Leader	Ali Odom/Crystal Snell
First Aid Team A	A) Gloria Chavez B) Lani Martin C) Kimerly Anderson/Jeanine Archartechahar
First Aid Team B	A) Aundrea Harvey B) Lynda Durney C) Kimerly Anderson/Jeanine Archartechaha
Reunification Team Leader	Regina Gomez
Assembly Area Leader	Christen Davis
Request Gate Leader	Jennifer Lowe
Request Gate Team	A) Amber Freitas B) Lisa Collinsworth C) Karina Faasisila
Release Gate Leader	Anna Chase
Release Gate Team	A) Yvonne Dias B) Nadine Dawson

Disaster Service Worker Status

All public employees are required to take an “Oath of Allegiance” (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

California Government Code (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public district. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

Government Code 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

OATH OR AFFIRMATION

All certificated employees shall comply with the legal requirement to subscribe to an oath or affirmation to support the institution and policies of the United States and the State of California. The oath or affirmation shall be filed with the Commission of Teacher Credentialing.

All public employees are disaster service workers. As such, before beginning employment with the district, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors. (Government Code 3100-3102)

The Superintendent or designee shall administer the above oath when district employees are hired.

Legally employed noncitizens shall be exempt from taking this oath. (Government Code 3101)

At the advice of legal counsel, the Superintendent or designee may exempt a prospective employee from taking the above oath if he/she raises a valid religious objection.

Legal Reference:

EDUCATION CODE
60 Persons authorized to administer and certify oaths 44334
Oath or affirmation
44354 Administration of oath GOVERNMENT
CODE
3100-3109 Oath or affirmation of allegiance CALIFORNIA
CONSTITUTION
Article 20, Section 3 Oath of office COURT
DECISIONS
Chilton v. Contra Costa Community College District 55 Cal. App. 3d 544 (1976) Vogel v.
County of Los Angeles (1967) 68 Cal. 2d 18, 22

Policy
adopted: October 10, 1989
reviewed: March 9, 1999
reviewed: September 11, 2001

JEFFERSON SCHOOL DISTRICT
Tracy, California

Emergency Communications

Communications before, during and after an emergency are critical. The school will use a variety of communication tools to prepare for, respond to and recover from critical incidents. Below are different tools the school will use to communicate with the different stakeholders.

COMMUNICATION TOOLS MATRIX		
MODE	**ADVANTAGES**	**DISADVANTAGES**
DISTRICT E-mail	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
Web Page Post	For parents/community. Easy, quick	Requires user to visit website
MNS Text Message	For parents/community and staff. Message can reach recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
MNS Email	For parents/community.	Requires users to update contact information (including personal e-mail) and to be able to access a device.
Staff Email	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
MNS Voice Message to all **NOT RECOMMENDED see disadvantages**	Reaches all those with phones	Requires user to listen to phone messages. The delay in reaching audiences may cause confusion as messages may be hours old.
Zoom	Able to meet virtually; large audience	Must send out link to zoom meeting; individuals must join
Social Media	Facebook, Instagram and Twitter are popular with students, message can reach recipient regardless of location.	Requires user to be a “fan” or “follower” of District/Campus sites and have access to a wireless device.
Public Announcement System	Wide broadcast; reaches outdoor	May be hard to hear on parts of campus
Fire Alarm System	Wide broadcast; easily heard	Only alarm – no voice feature.
Bullhorns	Mobile; allows for targeted messages to different geographic audiences; doesn’t require electricity or connectivity	Reaches a limited audience; time consuming

Digital Marquee	Gets message to local traffic and public before entering campus	May be difficult to post from a variety of devices.
Runners	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
Two-Way Radios	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
Cell phones	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
Landlines (analog or digital)	Good for one-to-one communication	Limited mobility.

Emergency Notifications to Campus

First priority during any emergency on school campus is to notify the staff and students in order to provide proper response procedures. The following systems will be used on-campus during an emergency to communicate response protocols:

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm	P.A. System
Duck, Cover, Hold On	P.A. System	In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	P.A. System	If P.A. system is not working, use email or written notes to classes
Secure Campus	P.A. System	
Lockdown	P.A. System	Evidence of gunfire or threat of violence on campus.
All-Clear	P.A. System	

All site occupants need to know the emergency terminology above and the actions to take for each.

Emergency Notifications to Outside Entities

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	● When placing a 911 call: give your name, school name, and school address ● Give specific location of shooter, intruder, fire, hazardous material or other emergency ● Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> ● Delivered through multiple channels like text messages, emails, and automated phone calls ● Provide clear and concise information about the situation, next steps, and a designated contact point, while emphasizing that parents should stay calm, wait for updates, and avoid coming to the school unless instructed to do so
	<u>After an emergency:</u> ● Provide date and time of “all-clear” notice ● Provide actions required to resume normal campus operations ● Provide explanation of the resolution/conclusion of incident ● Provide website, telephone number, or other sources for additional information regarding incident

Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent's Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the "Emergency Notifications" section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
District Superintendent's Office	209-836-3388	209-836-3388
District Facilities	209-836-3388	209-835-3968
District Emergency Preparedness	209-836-3388	209-839-3763
District Risk Management	209-836-3388	209-836-3388
District Transportation	209-836-3388	209-835-3968

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Tracy Police Department	9-1-1	209-831-6550
South San Joaquin County Fire Authority	9-1-1	209-831-6700
San Joaquin County Sheriff	9-1-1	209-468-4400
Pacific Gas & Electric	9-1-1	877-660-6789
S.J. County Hazardous Waste Disposal		209-468-3066
S.J. County Public Health Services		209-468-3400
S.J. County Office of Emergency Services		858-565-3490
Poison Control	800-222-1222	
S.J. County Animal Control		209-831-6364
Sewer		209-831-6330

Standardized Emergency Response Actions

San Joaquin County Office of Education along with all the County law enforcement partners and school districts developed standardized terminology for the most common types of actions necessary during an emergency. Standardized terminology is critical to promote understanding among all parties involved in managing an incident.

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.
See Functional Annex A for more information on Standardized Emergency Response Actions

Type	Definition
STATUS	**ALL CLEAR** communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	**LOCKDOWN** is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; ● Use strategies to silently communicate with first responders if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER

	IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.
	TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. ● Move students and staff into the school's permanent buildings, on the ground floor. ● Group students/staff together at the furthest point away from windows on the floor. ✔ Face the wall with backs to the windows ✔ Crouch down on knees and elbows ✔ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EVACUATION	**EVACUATION** is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	**STRUCTURED REUNIFICATION** is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires: ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

SEE FUNCTIONAL ANNEX A for more information on these standardized responses

Emergency Facilities

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the **Tracy Police Department and San Joaquin County Sherriff's Department.** ***(See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)***

Emergency Supplies/Disaster Containers

Location of Emergency Supplies/Disaster Container

This site's Emergency Supplies/Disaster Container is located: Each classroom has an emergency backpack and supply container which includes a portable toilet and water.

All Emergency Supplies Kits/Disaster Containers and their contents are the responsibility of the Site Incident Commander. The District recommends the Site Incident Commander conduct annual inspections/inventory by September 30th each year. The responsibility to inspect and replace non-operating equipment and supplies belongs with the site.

The Emergency Supplies/Disaster Container includes resources needed by the ICT during activation. The following list describes the equipment and supplies that the District recommends be included inside the Emergency Supplies/Disaster Container:

- Command Kit
- First Aid/Medical Team Supplies
- Search & Rescue Supplies
- Crisis Response Box (1 of 2 boxes. The other is kept in the main office)

EMERGENCY KIT CONTENTS

COMMAND KIT

The following items are recommended items for the Command Kit and should be located in a black duffle bag or rolling bin. The Command Kit should be kept in the main office and be available to grab and go during any emergency.

COMMAND KIT			
ITEM	UNITS	ITEM	UNITS
Portable Megaphones	1	Tissues/Tissue Packages	5
ICT Walkie-Talkies	Site Alloc.	Utility/Duct Tape	2
AM/FM Solar or Battery Powered Radio	1	Caution Tape	1
Batteries for any necessary devices (radios, walkie talkies, flashlights, lanterns).	Amount Necessar y	Steno Pads	5
Lanterns	2	Safety Vests	5-10
Tarps (16x20, 10x10 or other sizes)	2-6	Pens	Amount Necessary
Pop-up Tent/Canopy	Optional	Pencils	Amount Necessary

FIRST AID & MEDICAL TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the First Aid & Medical Team Supplies and should be located in a red duffle bag or rolling bin.

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
4 x 4” compress	1000	Procedure Masks	500
8 x 10” compress	150	Sanitary Napkins	100
Gauge bandages (Kling)	500	Stretchers or backboards	2
Head Immobilizer	1	Scissors, paramedic	4
Elastic Bandages (4" x 4.5 yards)	12	Tweezers	3
Elastic Bandages (2" x 4.5 yards)	12	Triage tags	50
Triangular bandage	24	Triage Kit (Tarps, Tags, etc.)	optional
Hand/wrist splint	24	Non-Latex gloves	200
Arm splints	24	Oval eye patch	50
Leg Splint	24	Medical Tape (cloth 1" x 10 yds)	40
Steri-strips or butterfly bandages	100	Medical Tape (cloth 2" x 10 Yds)	25
Water pouches (for flushing wounds, etc)	192 (or three cases)	First Aid Books	1
Hydrogen Peroxide	10	First Aid Pocket Guide	1

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
Emergency Blankets (disposable)	50	Stretch Gauze Roll (2 x 4.1 Yds)	20
Mylar Blankets	500	Burn gel	2 bxs
Stretch Gauze Roll (3 x 4.1 Yds)	20	Ice packs	20
Bandages (3/4 x 3")	4 bxs	Eye Wash	5
Sting relief	2 bx	Iodine Swabs	2 bxs
Tourniquets	10	Antiseptic Hand Gel or Packets	4 bxs or 4 bottles

SEARCH & RESCUE TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the Search & Rescue Team kits and should be located in a rolling bin:

SEARCH & RESCUE TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
Mylar Blankets	5	Hard Hats	6-9
Adjustable Wrench 10”	1	Hammer Claw	1
Bolt Cutter	1	Leather Palmed Gloves (Pairs)	6-9
Light Sticks	1 pkg	Linesman, Plier	1
Chalk	1 bx	Locking Grip Pliers	1
Cribbing Wood	Optional	Lumber Crayons	2-4
Digging Bar/ Pry bar	1	Pipe Wrench 14” (Utility shut off)	1
Dust Masks	18	Pliers	1
Eye Guards/Safety Glasses	9	Rope	1
Grease Markers	2-4	Batteries for Flashlight	Amount necessary
Whistles	6-9	Safety Vests	6-9
Flashlights	6-9	Small First Aid Kits Triangular Bandages Bandages (asst.) Ice pack Gauze roll Cloth tape Tongue depressors Gauze pad Sanitary Napkin Scissors Wet-Wipe towelettes Non-latex glozes	3
D-Handle Shovel	1		
Screwdriver Set	1		
Safety Cones	Optional 3-4		
Utility Knife	1		
Steel Digging Bar	2		
Hydraulic Jack	Optional		
Wool Blanket	2		

CRISIS RESPONSE BOXES

The District recommends each site maintain two Crisis Response Boxes. State regulations require one box for the First Responder Incident Commander. The District recommends that the site maintain an identical copy for use by the Incident Command Team.

It is recommended to place the two boxes in separate areas, one in the front office near the Secretary's desk and one with the other Emergency Supplies. This provides a back-up if one area cannot be accessed during the emergency.

The Crisis Response Boxes are large file folder boxes with wheels. The boxes are clearly labeled and contain vital information needed by the ICT and First Responder Incident Commander. The following are recommended for each box:

CRISIS RESPONSE BOXES	
	Current copy of the Site Disaster Procedures (this section of the Comprehensive School Safety Plan.
	Current map of site or school layout. Map must show all buildings, classroom numbers, onsite and offsite evacuation maps.
	Most current site map (plot plans available through Facilities).
	Current roster of students and staff assigned to the site. These rosters should include information about individuals with special needs. And be available in several formats for ease of use: alphabetical, grade level, class roll and have emergency contact/release information.
	If available, a list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
	If available, current student photos or most recent class photo on external drive.
	Telephone numbers listed in order of building sequence.
	List of health concerns for students and staff.
	Staff emergency forms.
	Area maps and school maps.
	Safety vests, whistles, flashlights, batteries, pens and any other beneficial equipment.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander.

CLASSROOM EMERGENCY KIT

The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office, library, lounge, and in every classroom. The recommended items for Classroom Emergency Kit include:

CLASSROOM EMERGENCY KIT			
ITEM	UNITS	ITEM	UNITS
Emergency Response Procedures (located in this portion of the CSSP)	1	**First Aid Supplies (put in large zip-lock bag)**	
Soft paint brush for removing glass fragments	1	• Direct pressure compress/sterile pads	4
Disposable non-latex gloves	4-6	• Triangular bandages	5

CLASSROOM EMERGENCY KIT			
ITEM	**UNITS**	**ITEM**	**UNITS**
Identification vest, sash, hat, cap or visor for each teacher and aide	1	• Assorted size band aids	1 bx
Self-Stick name tags	1 per child	• Instant cold packs	2
Safety Pins	50	• Gauze bandages rolls (2”)	4
Pens, pencils, small pad of paper	multiple	• Cloth Tape (1/2”)	1
Whistle	1	• Splints (short enough to fit in backpack)	3
Activities for students (e.g., things for children to do while waiting for parents)	multiple	• 4 x 4” gauze pads	4
Tarp or shower curtain (to sit on)	1-2	• Tongue depressors	10
Kleenex (small individual packages)	5	• Sanitary pads (for use as large dressings)	4
Pre-moistened wipes	50	• Scissors (small classroom type)	1
Room number and teacher’s name written at least 5” high on a 8 ½ x 11” piece of cardboard	1	• Flex Wrap Bandages	2

Suspension & Expulsion Policies

Monticello Elementary School adheres to Jefferson Elementary School District Suspension and Expulsion Policies as follows:

Students BP 5144.1(a)

SUSPENSION AND EXPULSION/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.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)

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, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (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

(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student’s presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 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.

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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053- 11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board Meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or 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. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, 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. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USD 7961. Suspension and expulsion data shall be reported to the board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, students with disabilities, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

<u>EDUCATION CODE</u>
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985 35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools) 35291.5 Rules and procedures on school discipline 48645.5 Readmission; contact with juvenile justice system 48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion 48950 Speech and other communication 48980 Parental notifications
49073-49079 Privacy of student records
52060-52077 Local control and accountability plan 64000-64001 Consolidated application
<u>CIVIL CODE</u>
47 Privileged communication
48.8 Defamation liability
<u>CODE OF CIVIL PROCEDURE</u>
1985-1997 Subpoenas; means of production
<u>GOVERNMENT CODE</u>
11455.20 Contempt

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):

54950-54963 Ralph M. Brown Act
HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules
LABOR CODE
230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child
PENAL CODE
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness
WELFARE AND INSTITUTIONS CODE
729.6 Counseling
UNITED STATES CODE, TITLE 18
921 Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting
7151 Gun-free schools
UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):
80 Ops.Cal.Atty.Gen. 85 (1997)
Management Resources:
CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Drug-Free Schools: http://www.ed.gov/about/offices/list/osdfs

Procedures for Notifying Teachers of Dangerous Pupils

Monticello Elementary School adheres to the Jefferson Elementary School District Procedures for Notifying Teachers of Dangerous Pupils as follows:

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.
a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section
b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.
c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

District Responsibility to Inform Teachers of Criminal History

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

a) Causing, attempting, or threatening physical injury to another;
b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
d) Committing or attempting to commit robbery or extortion;
e) Damaging or attempting to damage school property;
f) Stealing or attempting to steal school or private property;
g) Committing an obscene act or engaging in habitual profanity or vulgarity;
h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;<
i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
j) Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to $1,000 fine or both.
Such information is confidential and shall not be further disseminated. Ed. Code 49079.

If a minor enrolled in a public school (grades K-12) is found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism, or graffiti, the court must send written notice to the school superintendent within seven days. The information shall be expeditiously transmitted to any counselor who directly supervises the student and may be transmitted to any teacher or administrator with direct supervisory or disciplinary responsibility over the minor who needs the information in order to work with the student, to avoid being needlessly vulnerable, or to protect other persons from needlessly vulnerability. Any information received by a teacher shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff and shall not be further disseminated except insofar as communication with the juvenile, his or her parents, probation officer, and law enforcement is necessary for these purposes. Welf. & Inst. Code 827 (b).

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The Monticello Elementary School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "*" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Discrimination & Harassment Policy

Monticello Elementary School adheres to the Jefferson Elementary School District Discrimination and Harassment Policy

STUDENTS **AR 5145.3**

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies.
The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com or
Director of Special Education
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
nkilgore@jsdtracy.com

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 Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

4. Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex; sex characteristics; sexual orientation; gender; gender identity; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and parental, marital, and family status, including the following: (Education Code 221.6, 221.61, 234.6)

    a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

    b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

    c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

        i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

        ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

        iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

    d. A link to the Title IX information included on the California Department of Education's (CDE) website

5. By April 1, 2025, post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

6. Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)

a. The district does not discriminate on the basis of sex in any education program or activity that it operates

b. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator and/or OCR

c. The name or title, office and email address, and telephone number of the district's Title IX Coordinator

d. How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints

e. How to report conduct that may constitute sex discrimination under Title IX

f. How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the district's website.

The district shall not distribute a publication stating that the district treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

7. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5)

   Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

8. 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

9. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

   The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

10. Ensure that students and parents/guardians, including those 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

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

11. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or 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 details of guidelines the district may use to provide a discrimination-free environment for all district students.

12. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

13. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

14. 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 (Education Code 234.1)

15. 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 from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether 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, Title IX Coordinator, or principal within one workday, regardless of whether 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. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sex discrimination, including sex- based harassment, the right to initiate the Title IX grievance procedures as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

SEX DISCRIMINATION AND SEX-BASED HARRASSMENT

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when 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.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct

2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

   Any prohibited conduct that occurs off campus or outside of school-related or school- sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

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 educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

3. The conduct 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

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Examples of Sex Discrimination and Sex-Based Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sex- based harassment, under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sex-based rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator(s) may be contacted at:

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com

Notifications

To prevent unlawful sex discrimination and sex-based harassment in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, the Superintendent or designee shall ensure that a copy of the district's sex discrimination and sex-based harassment policy and regulation:

1. Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

   The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

3. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a district program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sex discrimination or sex-based harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether 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. (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.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and

male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the district and which may constitute sex-based hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, 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 intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information

   The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

   The district shall 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. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

The district shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee 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 the employee is required to disclose or report the student's information pursuant to this administrative regulation, 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 the student's status as an intersex, nonbinary, 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 student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's 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 request assistance in doing so.

2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

   The meeting shall discuss the intersex, nonbinary, 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 the student's status as an intersex, nonbinary, transgender, or gender- nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex- segregated programs and activities, such as physical education classes, intramural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

   To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options 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, 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 the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's 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 the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name

   A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

   However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record

   However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying board policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARRASSMENT COMPLAINT PROCEDURES

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district student, while in an education program or activity, was subjected to conduct on or after August 1, 2024, including, but not limited to, conduct that is under the authority of the district, that constitutes sex discrimination, including sex-based harassment. For conduct that occurred prior to this date, the district should utilize its policies in place at the time the alleged sex discrimination, including sex-based harassment, occurred, so long as they are in accordance with the applicable statutes and regulations.

Sex discrimination and sex-based harassment include, but are not limited to, sex-based conduct as specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably

2. Ensure that the Title IX Coordinator or designee, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent

The investigator and the decisionmaker may be the same person as the Title IX Coordinator or designee.

3. Presume that the respondent is not responsible for the alleged sex discrimination, including sex-based harassment, until a determination is made at the conclusion of the grievance procedures

4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, such as evaluation of whether to dismiss or investigate a complaint, investigation, decision, and appeals if any

5. Establish a process that allows for the reasonable extension of timeframes on a case-by- case basis for good cause with notice to the parties that includes the reason for the delay

Additionally, the district shall not disclose personally identifiable information obtained while implementing Title IX complaint procedures unless the district has obtained prior written consent from a person with the legal right to consent to the disclosure; the information is disclosed to a parent/guardian or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue; to take action to address conduct that reasonably may constitute sex discrimination under Title IX, including sex-

based harassment, in the district's education program or activity; as required by federal law, regulations, or as a condition to a federal award; as required by state or local law; or to the extent such disclosures are not otherwise in conflict with Title IX. (34 CFR 106.44)

If either party is a student with a disability, the Title IX Coordinator or designee shall consult with one or more members, as appropriate, of the student's individualized education program or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Filing a Complaint

Upon receiving information from an allegation of sex discrimination, include sex-based harassment, the Title IX Coordinator or designee shall notify the individual(s) specified in law of the Title IX grievance procedures, and of the informal resolution process, if available and appropriate.

A *complaint* is an oral or written request that can objectively be understood by the Title IX Coordinator or designee as a request for the district to investigate and make a determination about alleged sex discrimination, including sex-based harassment. (34 CFR 106.21)

Complaints of sex discrimination and sex-based harassment may only be brought by a student, or former student, who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex-based harassment, a parent/guardian or other authorized legal representative with the legal right to act on behalf of the student, or the Title IX Coordinator or designee. (34 CFR 106.45)

If the alleged victim chooses not to bring a complaint, or withdraws any or all of the allegations in a complaint, and in the absence or termination of an information resolution process, the Title IX Coordinator or designee shall consider whether to initiate a complaint. To do so, the Title IX Coordinator or designee shall first consider the following factors: (34 CFR 106.44)

1. The victim's request not to proceed with initiation of a complaint

2. The victim's reasonable safety concerns regarding initiation of a complaint

3. The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated

4. The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence

5. The age and relationship of the parties, including whether the respondent is an employee of the district

6. The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals

7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment, occurred

8. Whether the district could end the alleged sex discrimination, including sex-based harassment, and prevent its recurrence without initiating the Title IX grievance procedures

If, after considering these factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health and safety of the complainant or another person, or that the conduct as alleged prevents the district from ensuring equal access to a district program or activity on the basis of sex, the Title IX Coordinator may initiate a complaint.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall provide the alleged victim notice of the complaint, as well as other notices as required by the Title IX regulations at specific points in the complaint process. The Title IX Coordinator shall also address reasonable concerns about the victim's safety or the safety of others, including providing supportive measures as described in "Supportive Measures" below, and taking other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district. (34 CFR 106.44)

The Title IX Coordinator or designee, investigator, decisionmaker, other person who is responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.8. (34 CFR 106.44)

The Title IX Coordinator shall monitor the district for barriers to reporting information about conduct that reasonably may constitute sex discrimination, including sex-based harassment, under Title IX, and take steps reasonably calculated to address such barriers. (34 CFR 106.44, 106.45)

Supportive Measures

Upon receipt of a report of Title IX sex discrimination or sex-based harassment, the Title IX Coordinator or designee shall offer and coordinate supportive measures. Supportive measures may vary depending on what the district determines to be reasonably available and shall not unreasonably burden either the complainant or respondent. Supportive measures shall be provided without charging a fee to the complainant or respondent and be designed to protect the safety of the complainant, respondent, and the district's educational environment, and to provide support during any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44. The district shall not impose such measures for punitive or disciplinary reasons. Supportive measures may include, but are not limited to, counseling; extensions of deadlines and other course-related adjustments; changes in class, work, housing, or extracurricular or any other activity regardless of whether there is a comparable alternative; campus escort services; modifications of class schedules; mutual restrictions on contact; changes in class locations; increased security; monitoring of certain areas of the campus; and, training and education programs related to sex-based harassment. (34 CFR 106.2, 106.44)

Unless there is an allegation of sex-based harassment or retaliation, the district may provide supportive measures without altering the alleged discriminatory conduct. (34 CFR 106.44) Upon the conclusion of any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate. (34 CFR 106.44)

The district shall provide a complainant or respondent for whom supportive measures have been implemented with a timely opportunity to seek, from an impartial employee with authority to modify or reverse the supportive measures, modification or reversal of the district's decision to provide, deny, modify, or terminate such measures, and to seek additional modification or termination of the supportive measures if circumstances materially change. (34 CFR 106.44)

The district shall not disclose information about supportive measures to any person other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless the disclosure is necessary to providing the supportive measures, or restoring or preserving a party's access to the district's education program or activity. (34 CFR 106.44)

Emergency Removal from School

A student shall not be disciplined for alleged sex discrimination, including sex-based harassment, under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an imminent and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the IDEA or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint if: (34 CFR 106.45)

1. The district is unable to identify the respondent after taking reasonable steps to do so

2. The respondent is not participating in the district's education program or activity and is not employed by the district

3. The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX

   Before dismissing the complaint, the Title IX Coordinator shall make reasonable efforts to clarify the allegations with the complainant.

4. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination, including sex-based harassment, under Title IX, even if proven

The Title IX Coordinator shall determine whether to dismiss or investigate any complaint of sex discrimination, including sex-based harassment, within 10 working days, unless such timeline is extended in accordance with this administrative regulation.

Upon dismissal, the Title IX Coordinator shall promptly notify the complainant of the dismissal and the reasons for the dismissal. Additionally, if the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator shall provide such notification to the respondent, which shall occur simultaneously to both parties if the notification is in writing. The Title IX Coordinator shall also inform the complainant, and the respondent if the dismissal occurs after the respondent has been notified of the allegations, of their right to appeal. Dismissals may be appealed on the following bases: (34 CFR 106.45)

1. A procedural irregularity that would change the outcome

2. New evidence that would change the outcome and that was not reasonably available when dismissal was made

3. The Title IX Coordinator, investigator, or decision maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

If the dismissal is appealed, the district shall: (34 CFR 106.45)

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent

2. Implement appeal procedures equally for the parties

3. Ensure that the decision maker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint

4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations

5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome

6. Notify the parties of the result of the appeal and the rationale for the result

If a complaint is dismissed, the Title IX Coordinator or designee shall offer supportive measures as described above in "Supportive Measures" to the complainant. Additionally, the respondent shall be offered supportive measures if the complaint was dismissed because the complainant voluntarily withdrew any or all of the allegations in the complaint and the district determined that without the withdrawn allegations the conduct, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX, or if the complaint was dismissed because the district determined, after taking reasonable efforts to clarify the allegations of the complaint, that the alleged conduct would not constitute sex discrimination, including sex-based harassment, even if proven. The Title IX Coordinator shall also take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

At any time prior to determining whether sex discrimination, including sex-based harassment, occurred under the complaint procedures specified in 34 CFR 106.45, the district may offer, if it is determined to be appropriate upon receiving information about conduct that reasonably may constitute sex discrimination under Title IX or when a complaint of sex discrimination is made, an informal resolution process, such as mediation,

to the complainant and respondent. However, the district shall not offer an informal resolution process if the complaint alleges that an employee engaged in sex-based harassment of an elementary or secondary school student or that such process would conflict with federal, state, or local law. (34 CFR 106.44)

The district shall not require or pressure a party to participate in the informal resolution process, or to waive the right to an investigation and determination of a complaint as a condition of participation in the district's education program or activity, or exercise of any other right. The district may decline to offer an informal resolution process including, but not limited to, when the district determines that the alleged conduct would present a future risk of harm to others. (34 CFR 106.44)

The district may facilitate an informal resolution process provided that the district, prior to initiating such process: (34 CFR 106.44)

1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process; the right to withdraw from the informal process and resume the formal complaint process; the inability to initiate or resume complaint procedures arising from the same allegations once the informal resolution process is concluded; the potential terms that may be requested or offered in an informal resolution agreement, including that the agreement would only be binding on the parties; and the information that the district will maintain and whether and how the district could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed

2. Obtains the parties' voluntary consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

The Title IX Coordinator or designee shall ensure that the facilitator of the informal resolution process is not the same person as the investigator or decisionmaker of any ongoing or newly initiated complaint process specified in 34 CFR 106.45, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and receives training in accordance with 34 CFR 106.8. (34 CFR 106.44)
If the district facilitates an informal resolution process, the Title IX Coordinator shall, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district' education program or activity. (34 CFR 106.45)

Notice of Allegations

If the district initiates a formal Title IX investigation, the Title IX Coordinator or designee shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. Sufficient information, available at the time, to allow parties to respond to the allegations, including, to the extent available, the identity of parties involved in the incident(s), the conduct allegedly constituting sex discrimination, including sex-based harassment, and the date(s) and location(s) of the alleged incident

   Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

   If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that retaliation is prohibited

4. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of such evidence, as specified

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator or designee.

Consolidation of Complaints

The district may consolidate complaints of sex discrimination, including sex-based harassment, against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party, when the allegations of sex discrimination, including sex-based harassment, arise out of the same facts or circumstances. (34 CFR 106.45)

Investigation Procedures

The district shall provide for adequate, reliable, and impartial investigation of complaints. (34 CFR 106.45)

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present fact witnesses, and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible

2. Review all evidence gathered through the investigation and determine which evidence is relevant and which evidence is impermissible regardless of relevance

3. Provide each party with an equal opportunity to access evidence that is relevant, and not otherwise impermissible, to the allegations of sex discrimination, including sex-based harassment, by:

    a. Providing an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of such evidence

    If an accurate description is provided, the district shall, upon request of any party, provide the parties with an equal opportunity to access the relevant and permissible evidence.

    b. Providing a reasonable opportunity to respond to the evidence or to the accurate description of the evidence

    c. Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

4. Take reasonable steps to protect the privacy of parties and witnesses which do not restrict the ability of the parties to obtain and present evidence, including, by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures

5. Objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, including that credibility determinations will not be based on a person's status as complainant, respondent, or witness

6. Exclude as impermissible the following types of evidence, and questions seeking that evidence:

a. Evidence that is protected under a privilege recognized by state or federal law or evidence that is provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege

b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's or witness's voluntary, written consent for use in its grievance

   procedures

c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment

   The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The district shall ensure that the decisionmaker is able to question parties and witnesses adequately to assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. (34 CFR 106.45)

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

The investigator shall complete the investigation within 45 calendar days after the Title IX Coordinator determines to proceed with an investigation, unless such timeline is extended in accordance with this administrative regulation.

Written Decision

The Superintendent shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who may be the Title IX Coordinator or designee or the investigator so long as there is no conflict of interest or bias. (34 CFR 106.45)

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district shall: (34 CFR 106.45)

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination, including sex-based harassment, has occurred

2. Notify the parties in writing of the determination of whether sex discrimination, including sex-based harassment, occurred

The notification shall include the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The written decision shall be issued within 15 calendar days after the investigation is completed, unless such time is extended in accordance with this administrative regulation.

Appeal of the Decision

Either party may appeal the district's decision of a complaint or any allegation in the complaint. (34

CFR 106.45)

When conducting an appeal, the district shall permit a final appeal to the Governing Board using a process that is in accordance with law and otherwise consistent with the appeal process as specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Extension of Timelines

Any timelines specified in this administrative regulation may be extended by the district for good cause, with written notice to the parties. The written notice shall specify the reasons for the extension. (34 CFR 106.45)

Remedies

When there is a determination that sex discrimination, including sex-based harassment, has occurred, the Title IX Coordinator shall coordinate the provision and implementation of remedies to the complainant and other persons the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination, including sex-based harassment; coordinate the imposition of any disciplinary sanctions on a respondent described in "Disciplinary Actions" below, including notification to the complainant of any such disciplinary actions; and take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sex discrimination and/or sex-based harassment include, but are not limited to:

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

by law

When an employee is found to have committed sex discrimination, including sex-based harassment, or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the district's determination of whether sex discrimination, including sex-based harassment,
occurred. (34 CFR 106.45)

Record-Keeping

The Superintendent or designee shall maintain, for at least a period of seven years: (34 CFR 106.45)

1. For each complaint of sex discrimination, including sex-based harassment, records documenting any informal resolution process or formal investigation procedures

2. For each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including sex- based harassment, records documenting the actions taken to fulfill the district's obligations as specified in 34 CFR 106.44, including supportive measures offered and implemented

3. All materials used to train district employees; the Title IX Coordinator and designee(s); investigator(s), decisionmaker(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; and any person who facilitates an informal resolution process

   The district shall make such training materials available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure340.1):

1. A record of the allegation(s)
2. A record of the investigation procedures followed

3. A record of the written determination

4. A record of the corrective action implemented, if any

5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

School-wide Dress Code Prohibiting Gang Attire

STUDENTS **AR 5132**

DRESS AND GROOMING

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Jefferson Elementary School District DRESS CODE GUIDELINES

Jefferson Elementary School District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson Elementary School District. In keeping with this philosophy of good style and taste, the following rules apply to all regular school activities:

1. Clothing should be in good repair and reflect modest taste.
2. Students are to come to school dressed for learning and for playing.
    a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months.
    b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips.
    c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed.
    d. Students are not permitted to wear knit caps or hoods in class, assemblies, or in any indoor school function. Outdoors, hats must be worn forward facing.
3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.
4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.
5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited.

Students who are considered to be in violation of the Jefferson Elementary School District Dress Code shall be referred to the principal or the designee.

a. First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.
b. Second offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the designee.
c. Third and subsequent offenses: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.

In order to discourage the influence of gangs and gang related apparel, Unauthorized Group Apparel is prohibited and the following rules shall apply:

1. Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in an unauthorized group or group is prohibited.
2. Clothing or articles of clothing (including but not limited to gloves, bandanas, shoestrings, wristbands, hats, lanyards, belts, jewelry) related to unauthorized groups that may provoke others to acts of violence are prohibited.
3. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants are prohibited.
4. Gloves, towels, suspenders or other items hanging from rear pants pockets or from belt are prohibited. Students may not wear one pant leg rolled up.
5. Excessive clothing items (2 or more) of predominately one color that symbolize unauthorized group apparel are prohibited.

Because symbols are constantly changing, definitions of unauthorized group apparel may be reviewed and updated whenever related information is received by administrators and/or school safety committee. If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel.
The following consequences will be implemented for a violation of any one of the above:

a. First Offense: Parent/guardian contact. Student sent home to change clothes or provided with alternative clothing, Confiscation of unauthorized group-related jewelry accessory, notebook etc. Possible 1-5 day suspension.
b. Second Offense: Parent/guardian conference and 1-5 day suspension.
c. Third Offense: Parent/guardian contact. Minimum of five (5) day suspension Report to law enforcement agency.
d. Fourth and subsequent offenses: Parent/guardian contact. Minimum of five (5) day suspension and recommendation for expulsion. Report to law enforcement agency.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

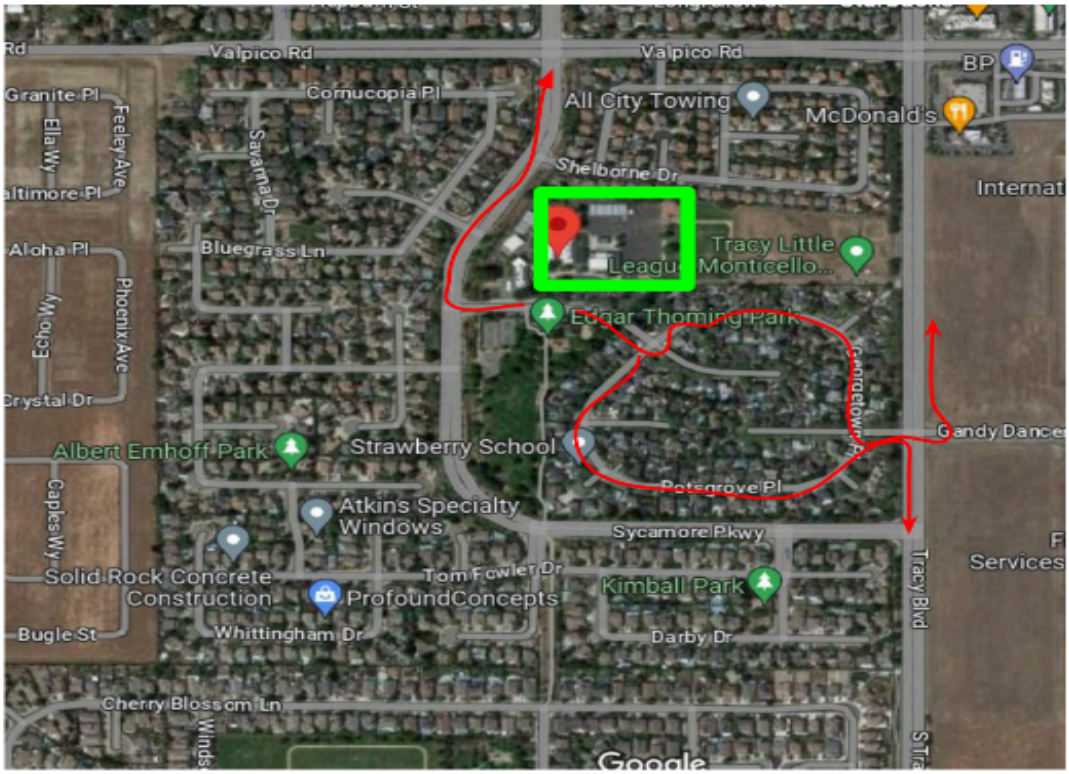
Safe Ingress and Egress

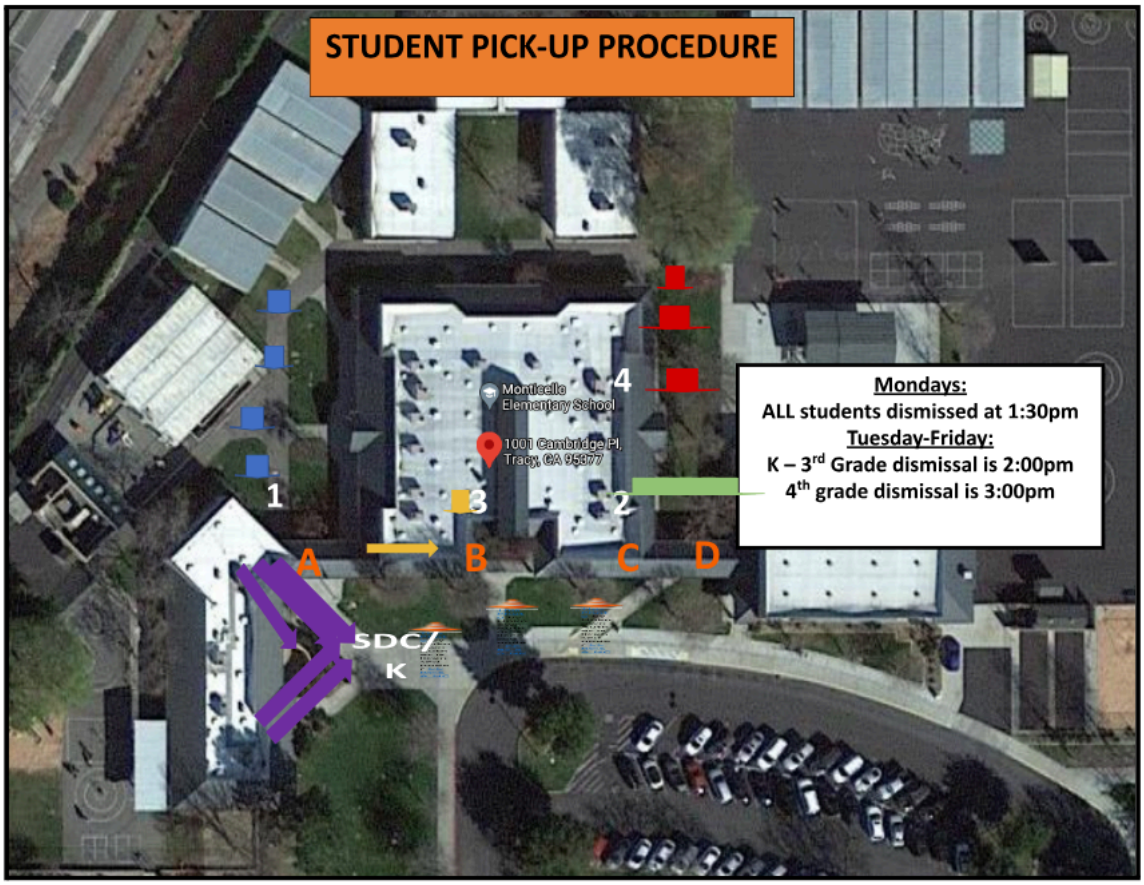
Monticello Elementary School Specific Information

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

Describe school procedures for creating safe ingress and egress for normal day operations.

- All gates remain closed until 8 am and students must enter the cafeteria if arriving prior to 8 am.
- Monticello offers morning drop off as early as 7:30 am in our cafeteria. There is a trained staff member that monitors these students daily until 8 am at which time students are released to the playground where certificated staff monitors them until 8:10 am. Additionally, Transitional Kindergarten students and Kindergarten students are escorted to the kindergarten playground. They are picked up by their teachers from that playground at 8:10 am.
- Daily, Monticello has two staff members directing traffic at the driveline exit. Additionally, there are two staff members helping with the flow of traffic inside the parking lot and assisting students from exciting vehicles. In the drive line we have cones situated to make one lane of traffic entering and exiting the parking lot. Students must exit their vehicles at the curb.
- Two staff members monitor Gate B where students enter campus, they also direct parents into the office if they need to sign in.
- During every morning recess there are at least two certificated staff members monitoring recess
- At lunch we have a total of 5 campus aides monitoring the cafeteria and playground yard
- All gates are to remain closed and locked throughout the day. All visitors must enter through the office.
- Students that ride the bus are dropped off at the kindergarten playground and are monitored by a classified staff member. After school, bus riders are escorted by two staff members to the kindergarten playground where they wait for their bus.


Valpico Rd
Valpico Rd
BP
Granite Pl
Cornucopia Pl
All City Towing
McDonald's
Ella Wy
Feeley Ave
Savanna Dr
Shelborne Dr
Aloha Pl
Bluegrass Ln
Tracy Little Monticello...
Edgar Thoming Park
Echo Wy
Phoenix Ave
Crystal Dr
Gandy Dance
Albert Emhoff Park
Strawberry School
Potsgrove Pl
Atkins Specialty Windows
Sycamore Pkwy
Caples Wy
Solid Rock Concrete Construction
Tom Fowler Dr
ProfoundConcepts
Kimball Park
Tracy Blvd
Services
Bugle St
Whittingham Dr
Darby Dr
Cherry Blossom Ln
Google


STUDENT PICK-UP PROCEDURE
Monticello Elementary School
1001 Cambridge Pl, Tracy, CA 95377
1
2
3
4
A
B
C
D
SDC/K
Mondays:
ALL students dismissed at 1:30pm
Tuesday-Friday:
K – 3rd Grade dismissal is 2:00pm
4th grade dismissal is 3:00pm

Describe school procedures for creating safe ingress and egress during an emergency situation.

Safe and Orderly Environment

Monticello Elementary School Specific Goals, Objectives and Action Steps

School Mission Statement:

"Our mission is to provide a safe and caring school where every student can succeed and grow. We are committed to helping students reach their full potential in academics, teamwork, and kindness. By working together, we build respect, responsibility, and a love for learning."

POSITIVE SCHOOL CLIMATE

The Board of Trustees desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)

(cf. 5145.2 - Freedom of Speech/Expression) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 6141 - Curriculum Development and Evaluation) (cf. 6141.6 - Multicultural Education)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

(cf. 5126 - Awards for Achievement) (cf. 5131.4 - Campus Disturbances) (cf. 5136 - Gangs)
(cf. 6142.4 - Learning through Community Service)

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Legal Reference: (see next page)

Legal Reference:

<u>EDUCATION CODE</u>
233.5 Duty concerning instruction of students
32230-32239 School violence reduction program 35160
Authority of Board of Trustees
35160.1 Broad authority of school districts

Monticello Elementary School GOALS, OBJECTIVES AND ACTION STEPS FOR SAFER SCHOOL

Component 1 – Places and Programs			
Goal 1:By December of 2024 the goal is for 95% of students to be able to recite PAWS (Practice Respect, Accept Responsibility, Work Together, Safety First) and indicate, through a survey indicating their feeling of safety on the school campus. The goal is for 95% of students to feel safe on the Monticello campus.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Familiarize students with PAWS expectations		
Action Step 1.a	Teach PAWS expectations	Teachers	PBIS team
Action Step 1.b	Reward PAWS tickets	All staff	Paper
Action Step 1.c	Review PAWS expectations by location	All staff	Signage
Action Step 1.d	Have students recite PAWS	Teachers	
Objective 2:	95% of students feel safe on campus		
Action Step 2.a	Survey students on how safe they feel (baseline)	Teachers	Survey
Action Step 2.b	Practice safety drills (monthly)	Principal	
Action Step 2.c	Teacher students about safety measures	All Staff	
Action Step 2.d	Survey Students on how safe they feel	Teacher	Survey

Component 2 – Places and the Environment			
Goal 1:By June of 2025, the Little League field east of Monticello will be removed to allow easier access for evacuation in the event of an emergency.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Planning demolition of site		
Action Step 1.a	Remove Little League Property	Little League	
Objective 2:	Make back field accessible for emergency exit		
Action Step 2.a	Change Locks on back field	Facilities/Principal	Lock/Keys
Action Step 2.b	Make land easy to traverse	Facilities	Construction equipment
Action Step 2.c	Install exit point	Facilities	Gate/Lock

Rules and Procedures on School Discipline

Monticello Elementary School adheres to the Jefferson Elementary School District Policies on School Discipline

Students DISCIPLINE BP 5144
(a)

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.
(cf. 5113.1 - Chronic Absence and Truancy) (cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement)

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

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

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

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

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

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

(cf. 3550 - Food Service/Child Nutrition Program) (cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)
(cf. 5131.41 - Use of Seclusion and Restraint)

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

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

(cf. 0450 - Comprehensive Safety Plan) (cf. 9320 - Meetings and Notices)

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

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

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of

students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

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

Legal Reference:
EDUCATION CODE
32280-32289 School safety plans 35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules 37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion 48980-48985 Notification of parent/guardian
49005-49006.4 Seclusion and restraint 49330-49335 Injurious objects
49550-49564.5 Meals for needy students
52060-52077 Local control and accountability plan CIVIL CODE
1714.1 Parental liability for child's misconduct CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus 353 Detention after school
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973 UNITED STATES CODE, TITLE 42
1751-1769j School Lunch Program 1773 School Breakfast Program
Management Resources:
CSBA PUBLICATIONS
Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009 CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014 WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov Public Counsel: http://www.fixschooldiscipline.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy JEFFERSON SCHOOL DISTRICT
Adopted: January 15, 2019 Tracy, California

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

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

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

a. The series of removals total more than 10 school days in a school year.

b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930

2. Knowingly possesses or uses illegal drugs

3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)
(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:
<u>EDUCATION CODE</u>
35146 Closed sessions re: suspensions
35291 Rules of governing board
48203 Reports of severance of attendance of disabled
students 48900-48925 Suspension and expulsion
49076 Access to student records
56000 Special education; legislative findings and
declarations 56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individualized education program teams
56505 State hearing
<u>PENAL CODE</u>
245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors, or stun guns Weapons

UNITED STATES CODE, TITLE 18
1365 Serious bodily injury UNITED
STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards UNITED
STATES CODE, TITLE 21
812 Controlled substances UNITED
STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504 CODE
OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially: 300.530-300.537 Discipline procedures
COURT DECISIONS
Schaffer v. Weast, (2005) 546 U.S. 549
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 U.S. 305

Management Resources:
FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
WEB SITES
California Department of Education, Special Education: http://www.cde.ca.gov/sp/se
U.S. Department of Education, Office of Special Education Programs: http://www.ed.gov/about/offices/list/osers/osep

Procedures for Conducting Tactical Responses to Criminal Incidents

Monticello Elementary School adheres to the Jefferson Elementary School District Procedures for conducting tactical responses to criminal incidents.

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Hate Crime Reporting

Monticello Elementary School adheres to the Jefferson Elementary School District Policies on Hate Crime Reporting

STUDENTS **BP 5145.9**

HATE-MOTIVATED BEHAVIOR

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate- motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined. The

Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.
Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Bullying Prevention Policies & Procedures

Monticello Elementary School adheres to the Jefferson Elementary School District Policies on Bulling Prevention

STUDENTS **BP 5131.2**

BULLYING

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school- related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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 Administrative Regulation 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.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm.
Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name- calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family

and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

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.

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 Administrative Regulation 1312.3 - Uniform Complaint Procedures. 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.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether 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 such observation to the principal or a district compliance officer, regardless of whether 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 Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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.

Support Services

The Superintendent, principal, or 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. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Jefferson School District Bullying Prevention

What is bullying?

Bullying is intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and often is repeated over time. Bullying differs from conflict. Two or more students can have a disagreement or conflict. Bullying involves a power imbalance element where a bully targets a student who has difficulty defending himself or herself.

Bullying may take many forms and can include:

- picking on others
- making hurtful and racist comments
- any form of physical violence, such as hitting, pushing or spitting
- suggestive comments or other forms of sexual abuse
- forcing others to act against their will
- verbal threats of aggression against property or possessions
- using put-downs or belittling others' abilities and achievements
- using offensive names, dehumanizing, intimidating, teasing or spreading rumors about others or their families
- acts of vandalism

Who are the bullies?

Any person who aims in some way to hurt someone else by causing either physical or emotional pain is a bully. Some bullies do the hurting themselves, some are ringleaders who get others to bully on their behalf and some are members of a group. Others unintentionally encourage bullies by being onlookers when bullying occurs; they fail to intervene or report the bullying. Often bullies justify their behavior by saying they were only teasing or having fun. If the person being teased does not like it, or want it, and yet others persist with it, then it is a clear case of bullying. It is cruel and unfair behavior.

Bullying is a serious issue

Bullying is against school rules and against the law. The Jefferson School District takes bullying extremely seriously and will strictly enforce consequences for those involved. School leaders can only investigate incidents they know about. It is critical that parents, students and staff work in partnership to immediately report suspected incidents of bullying. All of us have a duty to ensure our schools are safe environments for all students. School leaders will immediately investigate reports and take action to stop bullying from occurring.

Bullying Report Form

A Bullying Report Form is available in the school office as well as on the school website. This form can be submitted to the school office and will be delivered to the principal. The principal will accept anonymous submissions, however it will make the investigation more difficult and prevent any communication about the resolution of the complaint. The school staff can also assist those who need help completing the form.

Jefferson School District Board Policy 5131.2 (a)

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 student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

California Education Code Section 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Jefferson School District
Bullying Report Form

Name of Victim:_____ Grade of Victim:_____ Date of Report: _____

Person Completing Form: _____ ☐Victim ☐Other Student ☐Parent ☐Staff Member ☐Other

Name of Alleged Bully: _____

Date(s) of Incident(s): _____ Where did the incident(s) take place?_____

Name(s) of Witnesses (first, last name and grade if known)

1. _____
2. _____
3. _____

Did you previously report this incident of bullying? ☐Yes ☐No

If yes, to whom? _____ When? _____

Please describe the incident in as much detail as possible. (Use extra sheets of paper if necessary.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

Attach any documents related to this complaint. Please submit this form to the school principal. If you need assistance completing this form, please contact the school principal.

Signature _____ Date _____

For Office Use Only:

Date Received: _____

Response Bullying Report
Form

Report Investigated By: _____ Date(s) of Investigation _____

Investigation Notes:	
Outcome:	
Communication with (Student, parent, staff)	Date of Communication

Jefferson School District Bullying Prevention Activities

Activity	Expected Completion Date	Date Completed
Students Handbook with bullying policy delivered to all students.	First week of school	
District and school websites updated with bullying prevention and report form	As updated	
School Staff trained on Bullying Prevention Program including: ● District policy/law overview ● Bullying definition ● Bullying Report Form ● How to intervene to stop bullying and the responsibility to do so ● Strategies to maintain a safe school environment School Staff includes teachers, custodians, secretaries, aides, campus aides and all other staff who will work with students. District will be responsible for training substitute teachers, bus drivers, food service and maintenance staff.	First Month of School	
Students trained on Bullying Prevention Program including: ● District policy/law overview ● Bullying definition ● Bullying Report Form ● What to do if you witness bullying ● What to do if you are being bullied	First Month of School	

Parents informed of Bullying Prevention Program including: ● District policy/law overview ● Bullying definition ● Bullying Report Form ● The importance of partnering with the school to prevent bullying	First Month of School	

Outside Agency Use of Facilities

Jefferson Elementary School District values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. The District has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below, and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with the District wishing to use school facilities for disaster services prior to any need, the District will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the Business Services Department, 209-839-3762 to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the Business Services Department, 209-839-3762 immediately for assistance and guidance.

HAZARD/THREAT SPECIFIC ANNEXES

OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

ACTIVE SHOOTER / ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

BEFORE	
Goal:	1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Identify and correct/improve: ● Potential gaps in campus access controls ● Problems with securing classrooms, offices, and buildings ● Internal and external emergency communication protocols b) Achieve consistent implementation district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines c) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Conduct a Risk Assessment to determine school site’s vulnerability to a shooter/assailant b) Implement “doors locked even when open” policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Assess current practices on threat assessment and management, identify gaps, and implement measures to assure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines f) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor or staff badge <u>Goal 2 Actions</u> i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor badge <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
DURING	
Goal:	1. Prevent an armed intruder from gaining access to potential victims 2. Alert law enforcement as soon as possible

	3. Gather and provide accurate and actionable information to law enforcement, the district, and school staff in lockdown
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate <u>Goal 2 Objectives</u> a) Alert law enforcement b) Activate district Incident Command Team <u>Goal 3 Objectives</u> a) Gather information on the shooter and provide to law enforcement ● Last known location ● Physical description ● Weapons observed b) Gather information on the location of injured, and their condition, and provide to law enforcement c) Gather information on the location and names of staff, students, and visitors in lockdown d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means) e) Direct staff and students who have left campus to the reunification area
Courses of Action:	**ACTIONS – ALL SCHOOL STAFF** <u>Goals 1 Actions</u> a) **Initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible ● *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now."* <u>Goal 2 Actions</u> <u>b)</u> If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1. ● Provide as much information as possible (slow down – be calm): ○ State the emergency: "I hear gunfire." "I saw..." ○ Give information on people who are wounded ○ Location of the assailant (if known) ○ Description of the assailant (if known) ○ Your precise location: "room __" ○ The number of children with you ● Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call <u>c)</u> All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur <u>d)</u> **Act immediately** if you or your students: ○ hear a sound that <u>might be</u> gunfire

- see something that looks like a weapon being carried or used on or near the campus
- sense any other indication of active shooter / armed assailant threat.
- **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students
- **Be decisive.** Communicate your plan to your students and act quickly.
- **Call 911 and the School Office** as soon as it is safe to do so

e) Options: *Run, Hide or Fight*

- **Run:** If you can get yourself and your students safely away from danger, do so immediately
  - Do not evacuate unless you…
    - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
    - **and** can visualize a route that will get your students and yourself safely off campus
  - Don't carry anything with you
    - Police may mistake an item in your hands as a weapon
    - Leave everything behind
  - If you encounter people along the way…
    - Adults: Warn them and take them with if you can but don't stop if they refuse to come
    - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*
  - Place terrain and buildings between you and the assailant to cover your escape
  - Keep going until you are certain you are out of danger
  - Call 911 as soon as it is safe to do so
  - Keep your students with you. Call (insert phone #) to report your location and obtain instructions
- **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN
  - **Lock the doors**
  - Close and lock windows and close blinds or cover windows
  - Turn off lights
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door
  - Silence all electronic devices
  - Remain silent
  - Position occupants spread out and out of line of site from room entrance.
  - Prepare to take action if the assailant attempts to get in the room
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries
  - Call 911 as soon as it is safe to do so
  - Remain in place until evacuated by identifiable law enforcement officers
- **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and

you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in
  - Construct a strong barricade
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in
  - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant

f) Special Topics

- <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in
- *Run* – If you encounter injured persons while you are trying to get out of danger…
  - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety
  - And you are alone and the individual can run with help, and it is safe, help them escape
- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded
  - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding
- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so
  - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control
- <u>Law Enforcement</u>: If you encounter law enforcement officers…
  - Immediately raise your hands in the air and display your open palms
  - Don't run up to officers or attempt to hug or talk to them
  - Don't talk unless they ask you a question
  - Do exactly what they tell you to do
- <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it:
  - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon
  - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it
- <u>Ongoing Communication</u>: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident

- Extended Day Programs / After School Activities: School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Follow the "All Staff" guidance described above

Goal 2 Actions
a) Notify the district office after you call 911
b) If possible assist emergency personnel
   - Assist police in entering the school
   - Provide officers with keys, maps and any other information requested

Goals 3 Actions
a) Gather as much information as possible regarding the following:
   - Information on the shooter and provide to law enforcement
     - Last known location
     - Physical description
     - Weapons observed
   - Information on the location of injured, and their condition, and provide to law enforcement
   - Information on the location and names of staff, students, and visitors in lockdown
b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
   - Give as much information as possible to help staff make appropriate options-based response actions
   - Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
     - Can provide you with information regarding the suspect (location, name, clothing, etc.)
     - (They) Or someone with them needs immediate medical attention
   - After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

DISTRICT STAFF ACTIONS

Goal 2 Actions
a) Emergency Operations Center (EOC)
   - Activate the district's Emergency Operations Center
   - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency

b) Offsite Reunification
   - The Operations Section should prepare an off-site evacuation site for reunification
     - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids Movie theater complexes work well for this type of emergency

	○ Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded ○ School staff and students will remain in lockdown until evacuated on a room by room basis ○ Buses should be placed on standby for evacuation ○ Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for **c) Crisis Intervention** ● A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification ● This team will also provide ongoing support throughout the recovery phase of the emergency response ● Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery ● Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event
AFTER	
Goal:	1. Establish Reunification procedures 2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn 3. Conduct an after-action report
Objective(s):	Goal 1 Objectives a) Identify needs of Reunification with Unified Command b) Reunification areas (notification, release, etc.) c) Area for law enforcement to interview witnesses before release d) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command Goal 2 Objectives a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness) b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use) c) Activate District's Crisis Response Team or engage in Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community d) Work with staff to return to school routines as soon as possible Goal 3 Objectives a) Gather stakeholders to provide input b) Involve necessary stakeholders to ensure an effective recovery and improved future responses

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR AND DISTRICT EOC ACTIONS** Goal 1 Actions a) Work with law enforcement or the "Unified Command" to determine best steps for reunification. b) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command c) Consider necessary investigation needs, such as an area for interviews of witnesses, etc. Goal 2 Actions a) Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.) This may include the following: ● Family assistance ● Victim assistance ● Coroner procedures ● Funerals (who goes/who stays and works) ● Memorials ● Anniversaries ● Mental Health support ● Employee & Staff meetings ● Grief b) Work with Unified Command to determine and acquire facility needs to continue education process. This may include: ● Biohazard clean-up ● Utilizing another school/building for short term ● Restoring/reorganizing current buildings ● Demolition of building where individuals became victims ● Rebuilding campus c) Ensure activation of the District's Crisis Response Team or call upon any Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community: ● Determine a safe, inviting area for counseling/debriefing to occur ● Provide food, water, sanitation for workers and those provided services ● Develop a plan for media staging ● Ensure workers receive adequate break time and are provided a debriefing before leaving for the day d) Work with school site staff to return to the educational process as soon as possible e) Determine which staff may not be able to return due to trauma f) Identify substitute staff for any positions not able to return g) If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.) h) Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists i) Provide debriefing for staff who may be affected by students or other staff telling stories j) Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students Goal 3 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses

	b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** Follow directives of the administration and responding agencies to assist with recovery efforts

REFERENCES

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

BEFORE	
Goal:	1. Develop the capacity to effectively work with law enforcement during a bomb threat 2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively
Objective(s):	<u>Goal 1 Objectives</u> a) Meet and train with local law enforcement to ensure an effective response to a bomb threat b) Develop a clear chain of command with staff c) Prepare for analyzing threat details to determine if the threat is transient or substantive <u>Goal 2 Objectives</u> a) Determine search, shelter-in-place and evacuation procedures b) Determine specifics on alerting staff and students to implement bomb threat procedures
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat b) Develop site specific procedures should the school receive a bomb threat c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff d) Conduct a Bomb Threat emergency exercise with law enforcement e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training f) Identify individuals (law enforcement, contractors or district employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive <u>Goal 2 Actions</u> a) Ensure staff are trained on how to conduct a search for suspicious items b) Hold evacuation and shelter-in-place drills c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System b) Follow the Chain of Command during emergency situations <u>Goal 2 Actions</u> a) Review Bomb Threat procedures quarterly b) Participate and lead students through evacuation and shelter-in-place drills

	c) Keep Bomb Threat Checklist by class or office phone
DURING	
Goals:	1. Document Bomb Threat appropriately 2. Make proper notifications 3. Assess the situation 4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation
Objective(s):	<u>Goal 1 Objectives</u> a) Have proper tools to document at hand b) Effectively gather information when receiving the threat <u>Goal 2 Objectives</u> a) Notify law enforcement b) Notify District Office c) Notify other necessary entities <u>Goal 3 Objectives</u> a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response b) Conduct a search for suspicious item c) Implement response procedures based on the analysis <u>Goal 4 Objectives</u> a) Evacuate or shelter-in-place in a timely manner b) Conduct accountability procedures in a timely manner
Courses of Action:	ALL STAFF ACTIONS <u>Goal 1 Actions</u> a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat b) PERSON RECEIVING THREAT BY TELEPHONE:

	● Listen. Do not interrupt caller ● Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"* ● Indicators of a Swatting Call This is not an exhaustive list: ● Swatting calls are received by the non-emergency line. Swatters using VoIP services cannot dial 911 directly so have to call the non-emergency number. ● Swatting calls using VoIP services will appear as all zeros or nines, blocked, unavailable, or one of the default VoIP numbers. Skype, TextNow, Google Voice, etc. ● The caller's demeanor is inconsistent with the claimed crises or threat. For example, the caller claims to have witnessed the shooting of several students, but hey appear calm and with no background noise. ● Background noises include computer mouse clicking and/or typing. Callers use mapping tools and internet searches to answer follow-up questions or provide building address or names. ● The caller mispronounces names such as city, street, or building names. Swatting calls are commonly conducted by foreign perpetrators with thick accents who are unfamiliar with the local areas they target. ● The caller's story changes or escalates when challenged with follow-up questions ● "Call of Duty Speak" - caller uses exotic or specific names of weapons from playing video games. ● Gunshots or explosions heard in the background are inconsistent with other noise or sound fake. De-escalation Strategies: ● Identify inconsistencies by asking multiple questions and repeating those questions later in the call ● Suggested questions include: ● "What is your full name?" (ask again later during call, and specifically ask for a middle name) ● "Where are you calling from?" ● "What is your call back phone number?" ● "Why didn't you call 911 directly?" (for VoIP calls to non-emergency number) ● "Why are you reporting yourself?" ● "Why is there no noise in the background?" ● "What is that noise in the background?" (when background noise is inconsistent with the story) ● "Why does it sound like you are typing on a computer keyboard?" ● "Are you targeting anyone in particular? "Notify site administrator immediately after completing the call c) PERSON RECEIVING THREAT BY MAIL/WRITTEN THREAT:

	● Note the way the threat was delivered, where it was found and who found it ● Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement ● Caution students against picking up or touching any strange objects or packages ● Notify principal or site administrator <u>Goal 2 Actions</u> a) Call 911 providing as much information as possible obtained during the call or that is on the written threat <u>Goal 4 Actions</u> a) Follow the directions of the site administrator or law enforcement b) If necessary, evacuate students as quickly as possible, using primary or alternate routes c) Upon arrival at the designated safe site, take attendance d) Notify the principal/site administrator of any missing students e) Do not return to the building until emergency response officials determine it is safe. f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command **PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Follow "All Staff" instructions as appropriate <u>Goal 2 Actions</u> a) If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat c) Notify District Office of situation and request any necessary assistance <u>Goal 3 Actions</u> a) Work with law enforcement or threat experts to analyze the details of the threat b) Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor d) Direct a search team to look for suspicious packages, boxes or foreign objects <u>Goal 4 Actions</u> a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms b) If it is necessary to evacuate the entire school, use the fire alarm c) Do not return to the school building until it has been inspected and determined safe by proper authorities

	d) Avoid publicizing the threat any more than necessary **SEARCH TEAM ACTIONS** <u>Goal 3 Actions</u> a) Per training, use a systematic, rapid and thorough approach to search the building and surrounding areas b) Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels) c) If suspicious item is found, make no attempt to investigate or examine object. Report to law enforcement immediately
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	

COPS Problem-Specific Guide Series: Bomb Threats for Schools
https://rems.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf

CISA What to Do – Bomb Threat
https://www.cisa.gov/what-to-do-bomb-threat

REMS Bomb Threat Table-Top Exercise
https://rems.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf

REMS Bob Threat Drill Observation Checklist
https://rems.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf

EARTHQUAKE

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond 2. Prevent and mitigate injury, death and damage to property during an earthquake
Objective(s):	<u>Goal 1 Objectives</u> a) Provide training on how to mitigate damage from an earthquake to staff b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills c) Ensure proper maintenance of emergency supplies and command kits d) Implement mitigation strategies to prevent injury from flying and falling objects <u>Goal 2 Objectives</u> a) Stock emergency supplies and command kits annually b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Participate in Drop, Cover and Hold-On drills <u>Goal 2 Actions</u> a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets
DURING	
Goal:	1. Make proper notifications 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures b) Call 9-1-1 if necessary c) Notify Superintendent's Office and/or EOC d) Staff provides accountability report and situation status of any hazards

	<u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Objectives</u> a) If possible, notify staff and students to Drop, Cover and Hold-On. ● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Call 9-1-1 if necessary c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage ● Determine who will inform public information media as appropriate. d) Determine whether to close school. If school must be closed, notify staff members, students and parents <u>Goal 2 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <u>Goal 3 Actions</u> a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures b) Implement accountability procedures c) If there is evidence of a gas leak, designate someone to turn off gas valves d) Activate the Incident Command Team, if necessary ● Search and Rescue ● First Aid/Medical ● Reunification Team e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders f) Implement Reunification Plan as necessary (See Functional Annex B) g) Post guards a safe distance away from building entrances to assure no one re-enters h) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector

	STAFF ACTIONS: Goal 1 Actions a) Provide accountability report to Incident Command/administration. b) Provide a report of any hazards or situations that need attention to Incident Command/administration c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command Goal 2 Actions a) Determine the need for evacuation or other emergency actions by quickly assessing the situation b) Notify Incident Command of any assistance needed to perform emergency actions Goal 3 Actions – Inside Buildings a) Give Drop, Cover and Hold-On command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries d) Check for injuries and render First Aid e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack g) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris h) If Incident Command Team is activated, fill designated position i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible j) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official Goal 3 Actions – Outside Buildings a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet

	c) After shaking stops, check for injuries, and render first aid d) Check attendance. Report any missing students to principal/site administrator e) Stay alert for aftershocks f) Keep a safe distance from any downed power lines g) Do NOT re-enter building until it is determined to be safe h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area i) If Incident Command Team is activated, fill designated position **<u>During non-school hours</u>** **PRINCIPAL/SITE ADMINISTRATOR ACTIONS** a) Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions b) Confer with District Superintendent if damage is apparent to determine the advisability of closing the school c) Notify fire department and utility company of suspected breaks in utility lines or pipes d) If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration e) Notify District Office, who will inform public information media as appropriate
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Engage in physical, academic, business and social/emotional recovery 3. Determine campuses' response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> Provide information to staff, parents, and students Provide information to district office Provide information to media <u>Goal 2 Objectives</u> Determine needs in physical/structural, academic, business and social/emotional recovery Coordinate with district office and/or EOC to implement recovery efforts to restore school operations <u>Goal 3 Objectives</u> Conduct After-Action Report process

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery b) Coordinate with District Office and/or EOC to implement any necessary recovery actions. These may include: ● Academics recovery ○ Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction ○ Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later) ○ Re-evaluate the curriculum ○ Integrate students into other school districts ○ Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment ● Physical and structural recovery ○ Assess and repair structural and physical damage ○ Clean the facility(ies) ○ Remove health and safety hazards ○ Coordinate donations and volunteers ○ Restore equipment and processes, such as IT equipment, software, books, and instructional materials ○ Resume other school support, such as full transportation and food services ● Business functions recovery ○ Create agreements for prioritized services during and after an emergency ○ Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services ○ Restore business services, such as payroll, accounting systems, and personnel records ○ Register displaced students in other school districts ○ Securely share relevant education records with school districts receiving students displaced by the emergency ○ Request emergency funding to pay for immediate cleanup and repair Access long term recovery funding through loans, community grants or federal support ● Social, emotional, and behavioral recovery ○ Provide Psychological First Aid for Schools (PFA-S) ○ Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health ○ Monitor attendance, grades, and counselor's visits

	○ Ensure that staff and teachers have access to Employee Assistance Programs ○ Make individual and group crisis counseling available ○ Refer students, teachers, and staff to long-term interventions, if needed ○ Provide trauma- and grief-focused school-based mental/behavioral health programs ○ Provide support to caregivers to help prevent or reduce compassion fatigue <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process ● Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	

FIRE

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

BEFORE	
Goals:	1. Prevent fire on campus 2. Reduce or prevent the risk of injury to individuals and damage of property from fire
Objective(s):	<u>Goal 1 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention. <u>Goal 2 Objectives</u> a) Provide fire prevention training to staff b) Hold Fire Drills c) Maintain an adequate supply of fire extinguishers d) Ensure proper maintenance of fire prevention equipment.
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Review school fire codes annually b) Send list of school fire codes to staff annually, including before/after school program staff c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms d) Ensure combustible materials are stored in fireproof containers <u>Goal 2 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Provide fire prevention materials to before/after school program staff. c) Hold fire extinguisher training for staff d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus e) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention materials provided by administration c) Participate and lead students in fire drills
DURING	
Goals:	1. Protect life and implement Evacuation 2. Prevent property damage by preventing spread of fire
Objective(s):	<u>Goal 1 Objectives</u> a) Evacuate individuals from school buildings in a timely manner b) Conduct accountability procedures in a timely manner c) Provide First Aid/Medical d) Alert Fire Department <u>Goal 2 Objectives</u> <u>a)</u> Implement strategies while evacuating which will prevent the spread of fire <u>b)</u> Notify Fire Department and other entities of hazards and vulnerabilities c) Notify District Office/facilities
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Sound the fire alarm to implement evacuation of the building b) Immediately evacuate the school using the primary or alternate fire routes c) Notify the Fire Department (call 911) d) Ensure all staff and students are accounted for e) Activate the Incident Command Team ● Direct search and rescue team to be sure all students and personnel have left the building ● Activate First Aid/Medical/Triage team as necessary f) Ensure that access roads are kept open for emergency vehicles g) If needed, notify bus dispatch for off – site evacuation h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u>

	a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) ● Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Evacuate students from the building using primary or alternate fire routes b) When evacuating, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building f) Serve in any position assigned on the Incident Command Team <u>Goal 2 Actions</u> a) Shut classroom or office door after all individuals have exited b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Provide necessary attention to people and property to ensure continued safety and security 2. Determine campuses' fire response strengths, areas for improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Implement Reunification Plan if necessary ● Assess needs of individuals and campus including: ● Mental health care ● Debris removal ● Soot/smoke (odor) removal including HVAC system ● Restoration/fixes b) Based on needs assessment establish and implement plan to provide care for people and restore the property <u>Goal 2 Objectives</u> a) Conduct After-Action Report
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Activate the Reunification Plan if necessary b) Conduct an assessment of needs of campus individuals and buildings c) Determine whether mental health services need to be provided d) Determine the restoration, debris removal and soot/smoke removal needs e) Based on assessment, implement needed services

	<u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future response d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Implement Reunification Plan if necessary b) Assist in identifying needs for mental health, restoration, debris removal, etc. c) Facilities/maintenance should contact physical recovery company to clean and remove debris d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary <u>Goal 2 Actions</u> a) Participate in after-action report process

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

BEFORE	
Goals:	1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response 2. Develop the capacity of staff to lead students through appropriate response options 3. Prevent the risk of injury to individuals and damage of property from wildfire
Objective(s):	<u>Goal 1 Objectives</u> a) Coordinate with local fire department to ensure an effective response to a Wildfire b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Develop a clear chain of command with staff <u>Goal 2 Objectives</u> a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention c) Provide fire prevention training to staff d) Hold Fire Drills e) Maintain an adequate supply of fire extinguishers f) Ensure proper maintenance of fire prevention equipment
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop site specific plans <u>Goal 2 Actions</u>

	a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure Goal 3 Actions a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Ensure combustible materials are stored in fireproof containers c) Provide fire prevention materials to before/after school program staff d) Hold fire extinguisher training for staff e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus f) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS** Goal 2 Actions a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention and wildfire response materials provided by administration Goal 3 Actions a) Participate and lead students in fire drills b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations
DURING	
Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	Goal 1 Objectives a) Conduct appropriate wildfire response actions in a timely manner b) Conduct accountability procedures in a timely manner c) Activate school site Incident Command Team, as necessary
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Work with the district office, local fire department and other responders to determine best course of action b) Use the "Wildfire Evacuation Decision Tree" following this section. c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes d) Communicate plan of action to staff and students: ● voluntary evacuation ● early dismissal ● mandatory evacuation ● shelter-in-place

- campus closure

e) Consider the following while implementing response action
   - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
   - Food and water
   - Transportation
   - Security and Safety
   - Communications

f) Contact families to notify of planned course of action

g) Activate school Incident Command Team, as necessary
   - Reunification Team

h) Ensure all staff and students are accounted for

i) Ensure that access roads are kept open for emergency vehicles

j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity

k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

<u>Goal 2 Actions</u>

a) Remind staff to close doors when exiting classrooms/offices

b) Notify appropriate utility company of suspected breaks in utility lines or pipes.

c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
   - Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival

d) Notify District Office of situation

STAFF ACTIONS:

<u>Goal 1 Actions</u>

a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure

b) If evacuating or sheltering-in-place, take emergency backpack and student kits

c) Maintain control of the students a safe distance from the fire and firefighting equipment

d) Take attendance. Report missing students to the Principal/designee and emergency response personnel

e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family

f) Serve in any designated position on the Incident Command Team

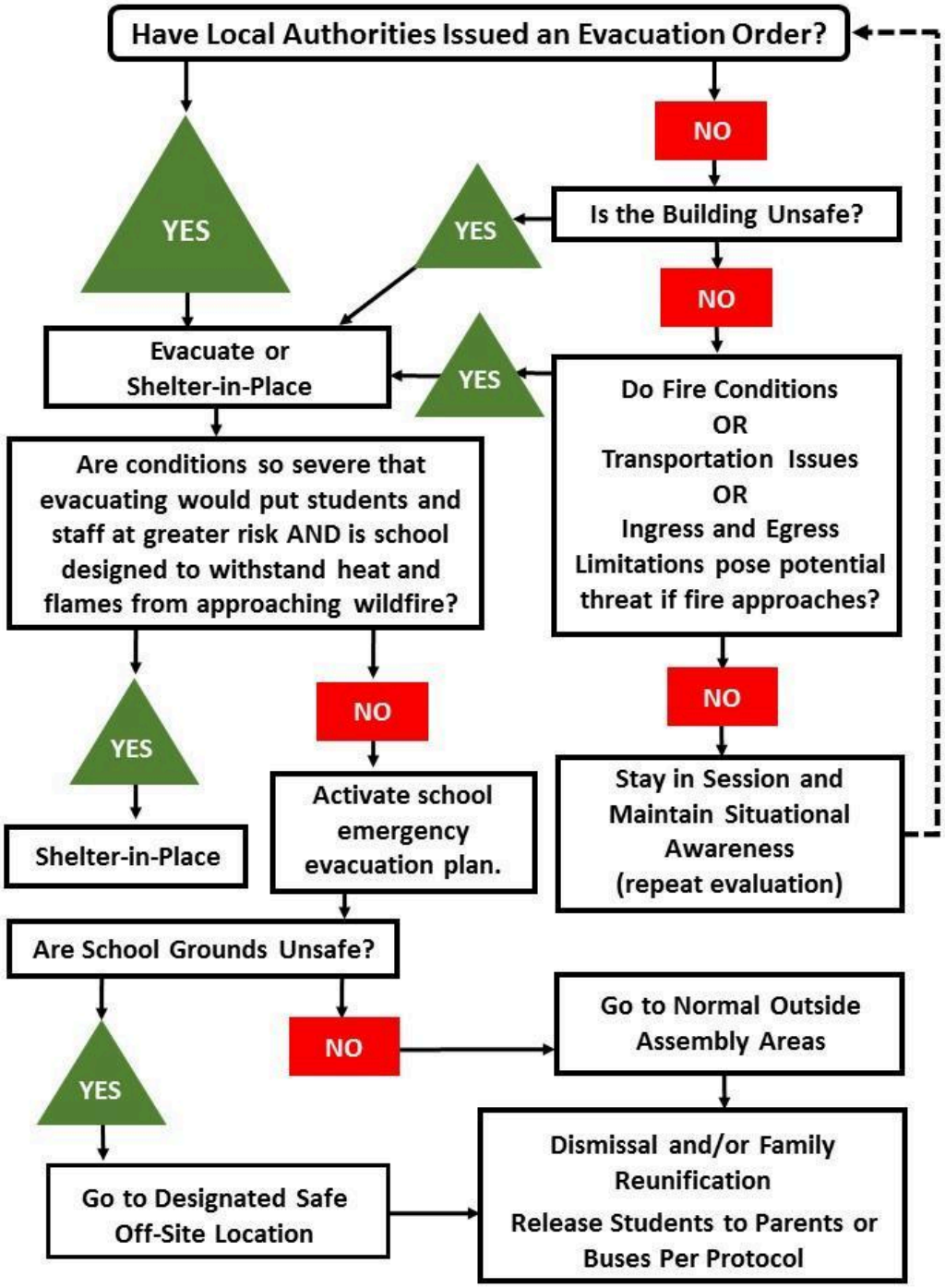
c) Shut classroom or office door after all individuals have exited

d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE EVACUATION DECISION TREE



INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

BEFORE	
Goal:	1. Develop the capacity to deter and detect possible intruder 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Provide training for staff on procedures for deterring and detecting possible intruders Keep intruder away from staff and students <u>Goal 1 Objectives</u> a) Identify and correct/improve: ● Potential gaps in campus access controls ● Problems with securing classrooms, offices, and buildings ● Internal and external emergency communication protocols b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures c) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u> a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Conduct a Security Risk Assessment to determine school site's vulnerability to an intruder ● Based on the identified areas of weakness develop strategies to harden the security of the school site b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge <u>Goal 2 Actions</u> a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge b) Train staff on ensuring security protocols are followed <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods ● Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence ● Ensure entrances such as doors and gates are secure and in proper working order ● Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.
DURING	
Goal:	1. Prevent an intruder from gaining access to staff, students and buildings

	2. Alert law enforcement and district as soon as possible
Objective(s):	<u>Goal 1 Objectives</u> <u>a)</u> Enact a campus-wide Lockdown <u>b)</u> De-escalate the situation <u>c)</u> Get intruder to leave with no incidents of violence <u>Goal 2 Objectives</u> a) Alert law enforcement
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Initiate **Lockdown**. b) Designate someone to call 9-1-1 c) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as: ● "What can we do to make this better?' ● "I understand the problem, and I am concerned" ● "We need to work together on this problem" d) Take measures to keep subject away from students and building e) Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present <u>Goal 2 Actions</u> a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intrude b) Keep subject in view until police or law enforcement arrives **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Notify the principal/site administrator of intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon b) If able, initiate a lockdown from your classroom/office c) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder d) Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the All Clear instruction is announced e) Keep classroom and office doors locked <u>Goal 2 Actions</u> a) Call 9-1-1 or ensure someone else has called 9-1-1

AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS: PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future. d) Identify steps to improve future responses e) Implement steps to improvement **STAFF ACTIONS:** Goal 2 Actions a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Unplanned Power Outage

This procedure addresses situations involving

BEFORE	
Goals:	1. Prevent the risk of injury to individuals and damage of property from Power Outage 2. Develop the capacity of staff to lead students through appropriate response options 3. Develop capacity for educational process to continue in power outages
Objective(s):	Goal 1 Objectives a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage b) Ensure portable lighting (i.e., flashlights and batteries is available at school site c) Always keep hallways and pathways clear Goal 2 Objectives a) Train staff on response actions during a power outage

	Goal 3 Objectives a) Develop a continuity of education plan for both short- and long- term power outages b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences. b) Based on the assessment determine areas for improvement and implement steps to improve c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting. d) To prevent injury, ensure staff and students keep hallways and pathways clear Goal 2 Actions a) Provide training to staff on responding during a power outage Goal 3 Actions a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue **STAFF ACTIONS** Goal 1 Actions a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights Goal 2 Actions a) Read any emergency power outage materials provided by administration. b) Participate and lead students in emergency drills Goal 3 Actions a) Develop plans to provide lessons during a power outage
DURING	
Goals:	1. Assess the situation 2. Make necessary notifications 3. Implement response actions
Objective(s):	Goal 1 Objectives a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures c) Work with District office for assistance needed

	d) Implement other emergency procedures based on the analysis <u>Goal 2 Objectives</u> a) Make notifications to the staff and students. b) Notify Superintendent's Office c) Staff provides accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations b) Contact the district office for any necessary assistance c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation <u>Goal 2 Actions</u> a) Notify staff and students of emergency procedures to implement ● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents <u>Goal 3 Actions</u> a) Ensure staff and students implement evacuation or other important emergency procedures b) Recommend staff ensure their flashlights/emergency lighting is out and available c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light) d) Implement accountability procedures e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector **STAFF ACTIONS** <u>Goal 1 Actions</u>

	a) Follow the directions of the Incident Command to carry out necessary response action b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits c) Take attendance. Report missing students to the principal/designee and emergency response personnel d) Continue teaching/office work if possible e) Serve in any designated position on the Incident Command Team. e) Gather any emergency lighting to have on hand. f) Provide information to principal/site admin regarding any hazards or vulnerabilities
AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> b) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process. c) Participate in any determined corrective actions discovered in the after-actions process.

Air Quality & Wildfire Smoke Annex

Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:

Get Smart about Wildfire Smoke

Clear Guidelines for Schools and Wildfire Smoke

Over the last decade, devastating wildfires have ravaged communities and school districts in every corner of this state.

These massive disasters impacted tens of thousands of Californians in the communities they call home and blanketed entire regions of California with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, as we have seen over the past several years, wildfire smoke can settle in communities hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear state guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

Therefore leaders from the education, air quality, and public health communities established a working group to develop state guidance regarding air quality for California's 1,026 school districts during wildfire smoke days.

The guidelines attached to this message are intended to advance local conversations between school districts, public health officers, air districts, and the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts that haven't already addressed this issue to begin the conversation now, prior to the start of the 2019-20 school year. California's next big wildfire is not a matter of if, but when.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community, visit https://www.arb.ca.gov/app/dislookup/dislookup.php.

Thank you for your partnership on this critical issue.

Air Quality Index (Rev 7/2019)

School Air Quality Activity Recommendations

PROTECT STUDENT HEALTH DURING POOR AIR QUALITY

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit this page to learn which District serves your area: www.arb.ca.gov/app/dislookup/dislookup.php

The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies.

Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Air Quality Level

Activity	Level 1	Level 2	Level 3	Level 4	Level 5 *School districts may consider school closures based on site-by-site concerns.*
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes Sensitive individuals should remain doors.*	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hurs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.

Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.

* Sensitive Individuals include all those with asthma or other heart/lung conditions ** California Interscholastic Federation

*** To meet the conditions for approval of a waiver due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

Considerations for School Districts from CDE: Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school

Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the annual school calendar
- Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education's website at https://www.cde.ca.gov/fg/aa/pa/j13a.asp.

National School Lunch Program Meal Reimbursement:

Education Code Section 49505 allows for LEAs to submit an application for meal reimbursement during a disaster

The disaster would require a state or federal declaration for the county affected by the disaster.

The application is available on the California Department of Education's website at https://www.cde.ca.gov/ls/nu/sn/documents/disastermealapp.doc.

Guidance for Families When Schools are Closed:

- Stay indoors
- Keep doors and windows closed
- Consult a Physician if you have concerns about your child's health

FUNCTIONAL ANNEXES

MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES

FUNCTIONAL ANNEX A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

ON-SITE EVACUATION

Definition

Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least two viable evacuation routes, a primary and secondary Goal 2 Objectives a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training Goal 2 Actions a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area

	e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe e) Be familiar with special needs evacuation plans (See Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications. 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate d) Call 9-1-1 if necessary e) Notify Superintendent's Office f) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> d) Implement evacuation procedures e) Ensure every student and staff members is accounted for f) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation <u>Goal 2 Actions</u> a) Make notification to staff and students ● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary

- The signal for Evacuation is the fire alarm (bell or horn signal)
- If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
- If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
- Provided time is available, make an announcement over the public address system:
- ***Announcement Example:*** ""Attention please. We need to institute an Off-Site Evacuation Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with evacuation directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation.

<u>Goal 3 Actions</u>

a) Ensure staff and students evacuate
b) Implement accountability procedures
c) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team
d) Activate Reunification Plan if necessary

STAFF ACTIONS:

<u>Goal 1 Actions</u>

<u>a)</u> As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
<u>b)</u> If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

<u>Goal 2 Actions</u>

a) Provide accountability report to Incident Command/administration
b) Provide a report of any hazards or situations that need attention to Incident Command/administration

<u>Goal 3 Actions</u>

a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
b) Consider persons with special needs
   - *To evacuate individuals using crutches, canes or walkers*
     - Evacuate these individuals as injured persons
     - Assist and accompany to evacuation site, if possible -OR-
     - Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR-
     - Help carry individual to safety
   - *To evacuate individuals using wheelchairs*

	o Give priority assistance to wheelchair users with electrical respirators o Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options o Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given. f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position. h) Participate in the reunification process, if necessary
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	al 1 Objectives a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement. **STAFF ACTIONS:** Goal 2 Actions a) Participate in the after-action report process. b) Participate in any determined corrective actions discovered in the after-actions process.

OFF-SITE EVACUATION

Definition

Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.) c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> <u>a)</u> Ensure staff are trained on evacuation procedures <u>b)</u> Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation

	c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe. e) Be familiar with special needs evacuation plans (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Work with District office for assistance needed c) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate b) Call 9-1-1 if necessary g) Notify Superintendent's Office h) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation procedures b) Ensure every student and staff members is accounted for. c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location

c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation

Goal 2 Actions

a) Make notification to staff and students
   - The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
   - The signal for Evacuation is the fire alarm (bell or horn signal)
   - If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
   - If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
   - Provided time is available, make an announcement over the public address system:

   Announcement Example: "Attention please. We need to institute an evacuation of all buildings. Teachers are to take their students to their designated Assembly Area. Students, please remain with your teacher."

   - *To alert visually impaired individuals*
     - Announce the type of emergency
     - Offer your arm for guidance
     - Tell person where you are going, obstacles you encounter
     - When you reach safety, ask if further help is needed
   - *To alert individuals with hearing limitations*
     - Turn lights on/off to gain person's attention -OR-
     - Indicate directions with gestures –OR-
     - Write a note with evacuation directions

b) Call 9-1-1 if necessary

c) Notify the Superintendent's Office of situation

Goal 3 Actions

a) Ensure staff and students evacuate

b) Implement accountability procedures

c) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team

STAFF ACTIONS:

Goal 1 Actions

a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting

b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

Goal 2 Actions

a) Provide accountability report to Incident Command/administration

b) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area

b) Consider persons with special needs
   - *To evacuate individuals using crutches, canes or walkers*

	o Evacuate these individuals as injured persons o Assist and accompany to evacuation site, if possible -OR- o Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- o Help carry individual to safety ● *To evacuate individuals using wheelchairs* o Give priority assistance to wheelchair users with electrical respirators o Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options o Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>al 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Structured Reunification

Comprehensive Reunification Plan is available in Functional Annex B

Definition

Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

Shelter-In-Place

Definition

Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. Shelter-in-place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while Shelter-in-place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

BEFORE	
Goal:	1. Coordinate with local fire to develop viable Shelter-In-Place procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Pace, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place b) Determine accountability procedures c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> <u>a)</u> Ensure staff are trained on Shelter-In-Place procedures <u>b)</u> Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place <u>c)</u> Ensure staff are familiar with special needs planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team

	b) Follow the Chain of Command during emergency situations c) Be familiar with Shelter-In-Place areas and procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Shelter-In-Place procedures quarterly b) Participate and lead students through Shelter-In-Place drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Shelter-In-Place response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs b) Work with District office for assistance needed c) Implement Shelter-In-Place procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Shelter-In-Place b) 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement Shelter-In-Place procedures b) Shut down HVAC system, as necessary c) Ensure every student and staff members is accounted for d) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation <u>Goal 2 Actions</u> a) Make notification to staff and students ● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary ● The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System ● If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container ● Make an announcement in person directly or over the public address system: ● ***Announcement Example:*** *"Attention please. We have a hazard in the community and are instituting Shelter In Place procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."*

	● *To alert visually impaired individuals* o Announce the type of emergency o Offer your arm for guidance o Tell person where you are going, obstacles you encounter o When you reach safety, ask if further help is needed ● *To alert individuals with hearing limitations* o Turn lights on/off to gain person's attention -OR- o Indicate directions with gestures –OR- o Write a note with evacuation directions b) Call 9-1-1 if necessary c) Notify the Superintendent's Office of situation <u>Goal 3 Actions</u> a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards b) Make arrangements for central HVAC shutdown, as necessary ● Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system c) Implement accountability procedures remotely **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter b) Provide a report of any hazards or situations that need attention to Incident Command/administration <u>Goal 3 Actions</u> a) Immediately clear students from the halls. Stay away from all doors and windows b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance c) Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine e) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened

	c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Secure Campus

Incident/Threat Off Campus – School Takes Precautionary Measures

Definition

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community, or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

Secure Campus is intended to prevent a potential community threat from entering campus

- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for any reason
- Requires that students and staff remain in Secure Campus status until ALL CLEAR is issued by administration

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- Police activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN in which case, instruction immediately ceases, and students and staff follow LOCKDOWN procedures.

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local law enforcement to ● Ensure an effective Secure Campus response ● Determine strategies for accounting for all students and staff ● Determine effective rooms/areas to use in Secure Campus situations ● Determine strategies law enforcement will use to keep the campus safe ● Determine strategies recommended by law enforcement for staff to take b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u>

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus <u>Goal 3 Objectives</u> a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to ● Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown ● Determine rooms/areas best suited for Secure Campus situations ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response ● Develop accountability procedures which will work for law enforcement and the campus ● Consider the different types of hazards that might require Secure Campus b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> <u>a)</u> Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus <u>b)</u> Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus <u>c)</u> Ensure staff are familiar with special needs planning (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown

	d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Campus procedures quarterly b) Participate and lead students through Secure Campus drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Secure Campus response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs. b) Work with District office for assistance needed. c) Implement Secure Campus procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Secure Campus b) Notify 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus <u>Goal 3 Objectives</u> a) Implement Secure Campus procedures b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students ● The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary ● The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff ● If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the announcement for the Secure Campus and then tell staff to check their emails for more details ● The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System ● Include details such as: o Calmly walk to or remain in school buildings o Lock all exterior doors o Close blinds o Continue the education process

- Make an announcement in person directly or over the public address system:
- <u>*Announcement Example:*</u> *"Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff please check your email periodically for more information."*
  -REPEAT-
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation. Ask for assistance as needed.
d) If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

<u>Goal 3 Actions</u>

a) Designate assigned individual to close all entrance and exit points on the campus perimeter
b) Designate assigned individual to lock all doors leading into administration building and other common areas
c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside
d) If law enforcement is on campus, they may be able to provide escort for a in-person check to ensure all classrooms are securely locked
e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)
f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown
g) If students are out at break, recess, or lunch and situation is deemed imminent, announce Secure Campus status and ask that all students return to assigned classrooms immediately
h) Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
i) After the emergency has been neutralized, initiate All Clear

STAFF ACTIONS:

<u>Goal 2 Actions</u>

j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside
k) Provide a report of any hazards or situations that need attention to Incident Command/administration

<u>Goal 3 Actions</u>

a) Move to the door and instruct any passing students to return to assigned classroom immediately
b) Close and lock the door
c) Continue class instruction or activity as normal

	D) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions E) Be alert to the possibility that response may elevate to LockDown f) Do NOT call office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room g) Wait for another action or, if All Clear is issued, return to normal class routine **Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE or Other Activity)** <u>Goal 3 Actions</u> a) Gather students together and organize into an orderly formation b) Inform students that as part of Secure Campus procedures, the class will move immediately to a predetermined classroom location c) Proceed to on-campus shelter location as quickly as possible d) Once inside, take attendance to ensure all present students are accounted for e) By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students f) Implement all classroom policies and procedures for Secure Campus status g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander h) Wait for another action or, if All Clear announcement is issued, return to normal class routine
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u>

	a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Lockdown

Threat of Violence on Campus/Immediately off Campus

See also Active Shooter and Other Active Assailant Procedures

Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will put students and staff in jeopardy. Lockdown is used to prevent intruders from entering occupied areas of the building. The concept of Lockdown is no one in, no one out. All exterior doors are locked, and students and staff must always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:

- Law Enforcement is aware of the situation
- Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening

This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives a) Meet, train and drill with local law enforcement to: ● Ensure an effective Lockdown and Active Shooter/Armed Assailant response ● Determine strategies for accounting for all students and staff ● Determine effective rooms/areas to use in Lockdown situations ● Determine strategies law enforcement will use to keep the campus safe ● Determine strategies recommended by law enforcement for staff to take during Lockdown situations b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command Goal 2 Objectives

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown <u>Goal 3 Objectives</u> a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to: ● Ensure the agency and responders know the standardized language and when they should call for a "Lockdown" rather than a "Secure Campus" ● Determine rooms/areas best suited for Lockdown situations ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response ● Develop accountability procedures which will work for law enforcement and the campus ● Consider the different types of threats that might require Lockdown ● Procedures for All Clear in Lockdown situations b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> <u>a)</u> Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as much information as possible in order for an effective response without causing undue panic <u>b)</u> Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus <u>c)</u> Ensure staff are familiar with special needs planning for emergencies (Functional Annex E) <u>Goal 3 Actions</u>

	a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures d) Understand the difference between a Lockdown and a Secure Campus e) Be Familiar with Active Shooter/Armed Assailant procedures f) Be familiar with the accountability procedures g) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Lockdown procedures quarterly b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. <u>Conduct appropriate Lockdown response procedures</u>
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Lockdown b) If available, work with law enforcement, and other responders to determine Lockdown needs c) Work with District office to obtain needed assistance d) Implement Lockdown procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Lockdown b) Notify 9-1-1 c) Notify Superintendent's Office. d) Staff provide accountability report and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown <u>Goal 3 Objectives</u> a) Implement Lockdown procedures b) If safe to do so, ensure every student and staff members is accounted for
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations

	c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students ● The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus ● Make an announcement in person directly or over the public address system: ● <u>Announcement Example:</u> "Attention please. We have an emergency situation and must implement Lockdown procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement" ● If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms ● All staff should put life safety as priority and only engage in communications if they are in a secure area AND ○ Know where the threat is and/or can describe to law enforcement how get to the threat ○ Can describe the perpetrator(s) ○ Are in dire need of medical services ○ With someone in dire need of medical services ● *To alert visually impaired individuals* ○ Announce the type of emergency ○ Offer your arm for guidance ○ Tell person where you are going, obstacles you encounter ○ When you reach safety, ask if further help is needed ● *To alert individuals with hearing limitations* ○ Turn lights on/off to gain person's attention -OR- ○ Indicate directions with gestures –OR- ○ Write a note with directions b) Call 9-1-1 if necessary ● Provide as much information about the situation/threat: o Location o Description: clothing, age, etc. o Weapons c) Notify the Superintendent's Office of situation. Ask for assistance as needed. <u>Goal 3 Actions</u> a) Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so b) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office c) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked d) Provide master key to law enforcement if they don't already have one or do not have access to the Knox box.

e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response
f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately
g) After the emergency has been neutralized, initiate All Clear per procedures developed

STAFF ACTIONS:

Goal 2 Actions

a) Provide accountability report to Incident Command/administration, if safe to do so. This will be provided remotely (email or phone), in order for all individuals to remain inside
b) All staff should put life safety as priority and only engage in communications if they are in a secure area AND
    - Know where the threat is and/or can describe to law enforcement how get to the threat.
    - Can describe the perpetrator(s).
    - Are in dire need of medical services.
    - With someone in dire need of medical services.

Goal 3 Actions - Inside buildings

a) Move to the door and instruct any passing students to return to assigned classroom immediately
b) Close and lock the door
c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions.
d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom
e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible
f) Close any shades and/or blinds if it appears safe to do so
g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement
h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic
i) The only reason individuals in the classroom should use a phone is to provide information on the following:
    - Location of the perpetrator
    - Can describe the perpetrator
    - Someone in the area needs ***immediate*** medical assistance
j) If safe to do so, monitor email, texts and/or website for updated information
k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door
l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity
m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements
n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so
o) Wait for another action or, if All Clear is issued, return to normal class routine

	Goal 3 Actions – If Outside Buildings a) Staff will determine the best course of action, based on the location of the threat. Staff may: ● Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given ● Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** Goal 2 Actions a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Drop, Cover, Hold On Procedure

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Duck, Cover and Hold On is the action taken during an earthquake to protect students and staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses 2. Provide developmentally appropriate training to familiarize students with emergency responses 3. Implement mitigation strategies to prevent injury from flying and falling objects
Objective(s):	<u>Goal 1 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies <u>Goal 2 Objectives</u> a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods <u>Goal 3 Objectives</u> a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills. c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Be familiar with the Incident Command System and designated role on the Incident Command Team. b) Follow the Chain of Command during emergency situations. c) Be familiar with Drop, Cover and Hold-On procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification. f) Participate and lead students through Drop, Cover and Hold-On drills. g) Be familiar with special needs emergency planning (Functional Annex E) <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices
DURING	
Goals:	1. Make proper notifications. 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Make notify to staff and students to Drop, Cover and Hold-On b) Call 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Make notification to staff and students ● In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On ● During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System ● The following announcement will be made over the public address system and by teachers in classrooms: ● *<u>Announcement Example</u>: "Attention please. We are experiencing seismic activity. For your protection, follow Duck, Cover and Hold On procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions"*

	● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Call 9-1-1 if necessary c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage <u>Goal 2 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <u>Goal 3 Actions</u> a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures b) Implement accountability procedures c) If there is evidence of a gas leak, designate someone to turn off gas valves d) Activate the Incident Command Team, if necessary ● Search and Rescue ● First Aid/Medical ● Reunification Team e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe f) Implement Reunification Plan as necessary (See Functional Annex B) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Provide accountability report to Incident Command/administration. b) Provide a report of any hazards or situations that need attention to Incident Command/administration. c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command <u>Goal 2 Actions</u> a) Determine the need for evacuation or other emergency actions by quickly assessing the situation b) Notify Incident Command of any assistance needed to perform emergency actions <u>Goal 3 Actions – Inside Buildings</u> a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris f) If Incident Command Team is activated, fill designated position

	g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible. h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official. <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area d) If Incident Command Team is activated, fill designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REUNIFICATION PLAN

FUNCTIONAL ANNEX B

REUNIFICATION PLAN

Purpose

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. if an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

NOTE: For brevity, this plan will refer to "parents," which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

Situation and Assumptions

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process.
Parents/guardians may be emotional when arriving at the school.
While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency.
Staffing may be limited; some duties may need to be modified based on the amount of staffing available.
District office staff may need to assist with the reunification process.

Disclaimer

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void

other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

Concept of Operations

General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
    - The Assembly Area, which will be where students can wait for their parents/guardians
    - The Request Gate where parents/guardians fill out reunification documentation and provide identification
    - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
    - The Reunification Area where parents/guardians, will be escorted to and reunified with their student
    - The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

Basic Operations

- **Assembly Area**: Managed by Assembly Area Leader**.** Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader**.** When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

On-Scene Parent Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains

- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma
- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

End of Operations

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

Reunification Considerations General

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the District Office?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

Administration and Support

Reporting

Need for student/parent reunification should be reported to the district office and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include pre-determined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures

TWO-GATE REUNIFICATION

With Reunification Taking Place AT RELEASE GATE

This type of reunification is recommended when there are NO injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICAITON SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification

- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Ask Parent to proceed to the Release Gate
- ☐ File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

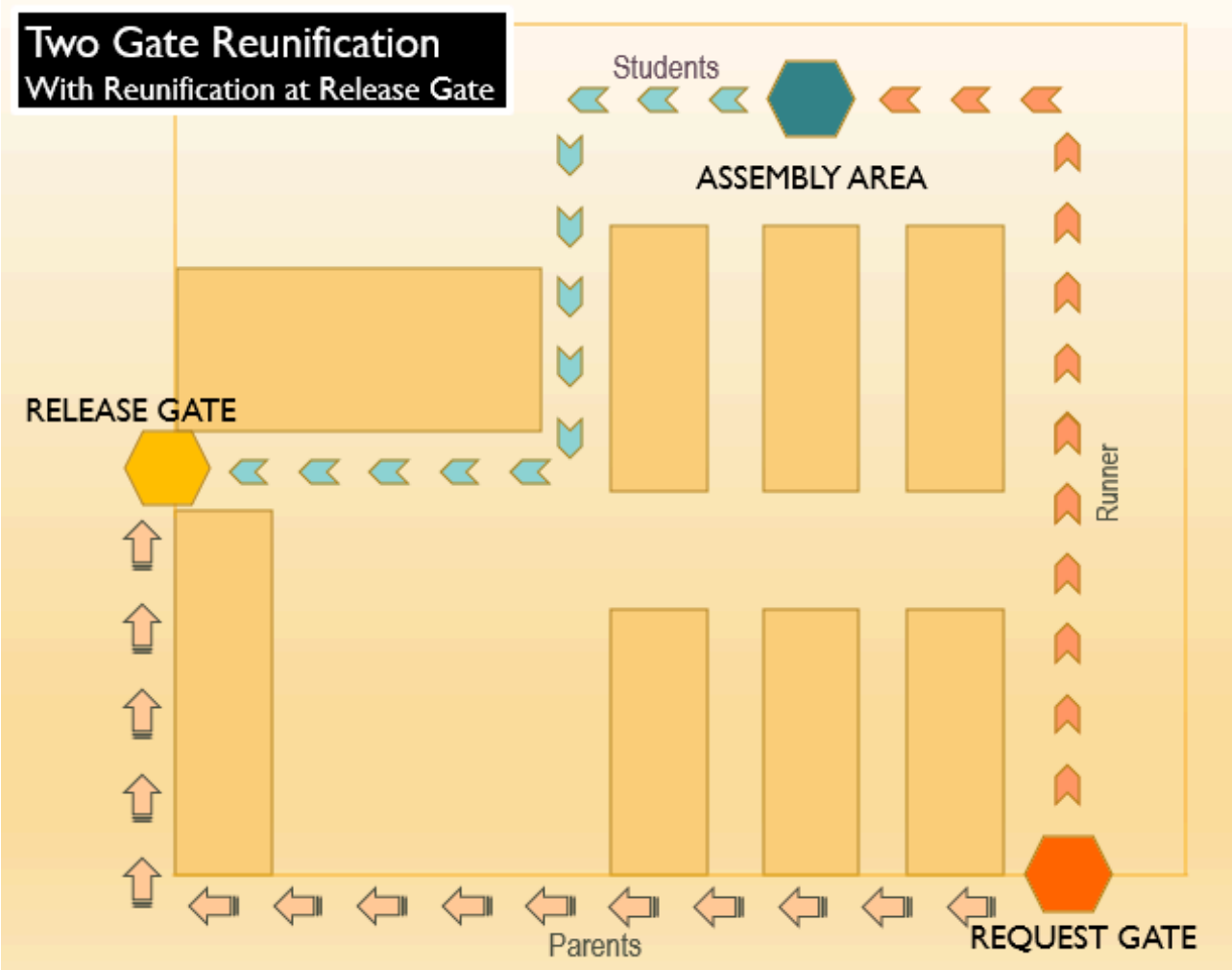
RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent/Guardian
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**

  Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification be used. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form
    - "Absent" if student was not in school that day
    - "First Aid" if student is known to be receiving Medical Treatment
    - "Missing" if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Release Gate Leader
  - Release Gate Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

RELEASE GATE

- ☐ Runner provides form to Release Gate staff who check Parent ID again
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion


Two Gate Reunification
With Reunification at Release Gate
Students
ASSEMBLY AREA
RELEASE GATE
Runner
Parents
REQUEST GATE

TWO-GATE REUNIFICATION

With INTERNAL Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area. The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICAITON SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews
- ☐ Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate

- ☐ Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

NOTIFICATION AREA SET-UP

- ☐ Private area with individual rooms, and external private access to transportation of premises, if possible
- ☐ Power supply and Internet access
- ☐ Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- ☐ Telephone to communicate with outside agencies and area hospitals
- ☐ Counselors and/or trained mental health professionals to provide notification and support to families
- ☐ Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased
- ☐ Water and snacks

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Have staff escort parents as individuals or groups to the reunification area
- ☐ If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- ☐ File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
    - Runner shows Student Request & Release Form to the Assembly Area Leader
    - Teacher/Staff marks box, "Sent with Runner"
    - Runner walks student to Release Gate
    - Runner hands paperwork to Release Staff
    - Release Staff verifies student ID and concludes release process to Parent.
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**

- Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
    - “Absent” if student was not in school that day
    - “First Aid” if student is known to be receiving Medical Treatment.
    - “Missing” if student was in school but now cannot be located
- Runner takes Student Request & Release Form to Reunification Area Leader
- Reunification Area Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

REUNIFICATION AREA

- ☐ Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- ☐ Monitor flow of traffic
- ☐ Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- ☐ Double checks child’s name with Student Request & Release Form
- ☐ Documents reunification on student lists or other developed method
- ☐ Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent
- ☐ If parent comes into Reunification are whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

NOTIFICATION AREA

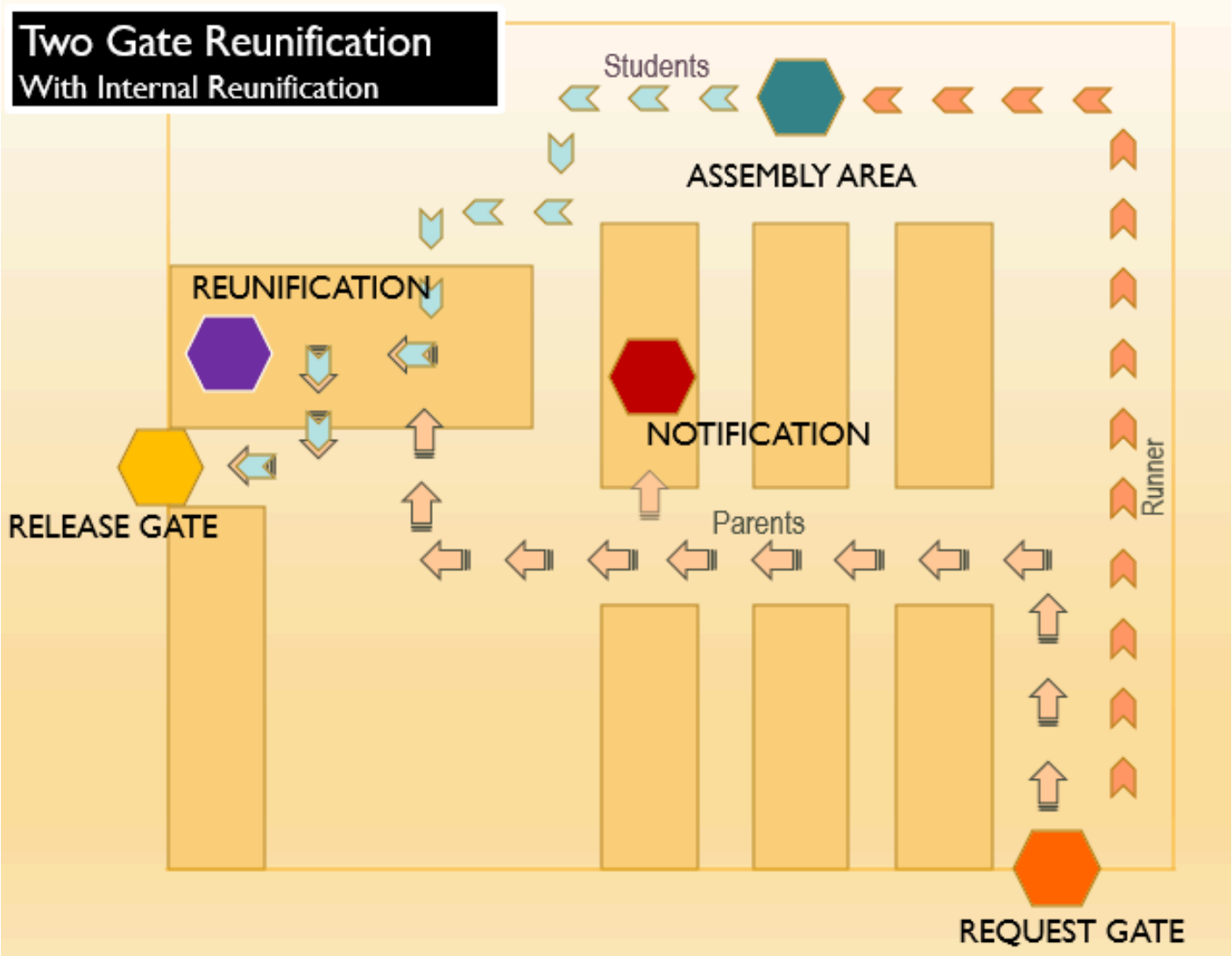
Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- ☐ Greet parents or legal guardians
- ☐ Verify the name(s) of the student(s) they are requesting
- ☐ Verify the status of the student(s) being requested
- ☐ Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- ☐ Arrange for assistance in the way of transportation, faith-based assistance, or other support.
- ☐ Assign a district employee to serve as a liaison to the family
- ☐ Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)
- ☐ Assist the parent with their trauma

- ☐ Make communication devices available to the parent/guardian means for contacting other family members and supporters
- ☐ Shelter the parent from media representatives

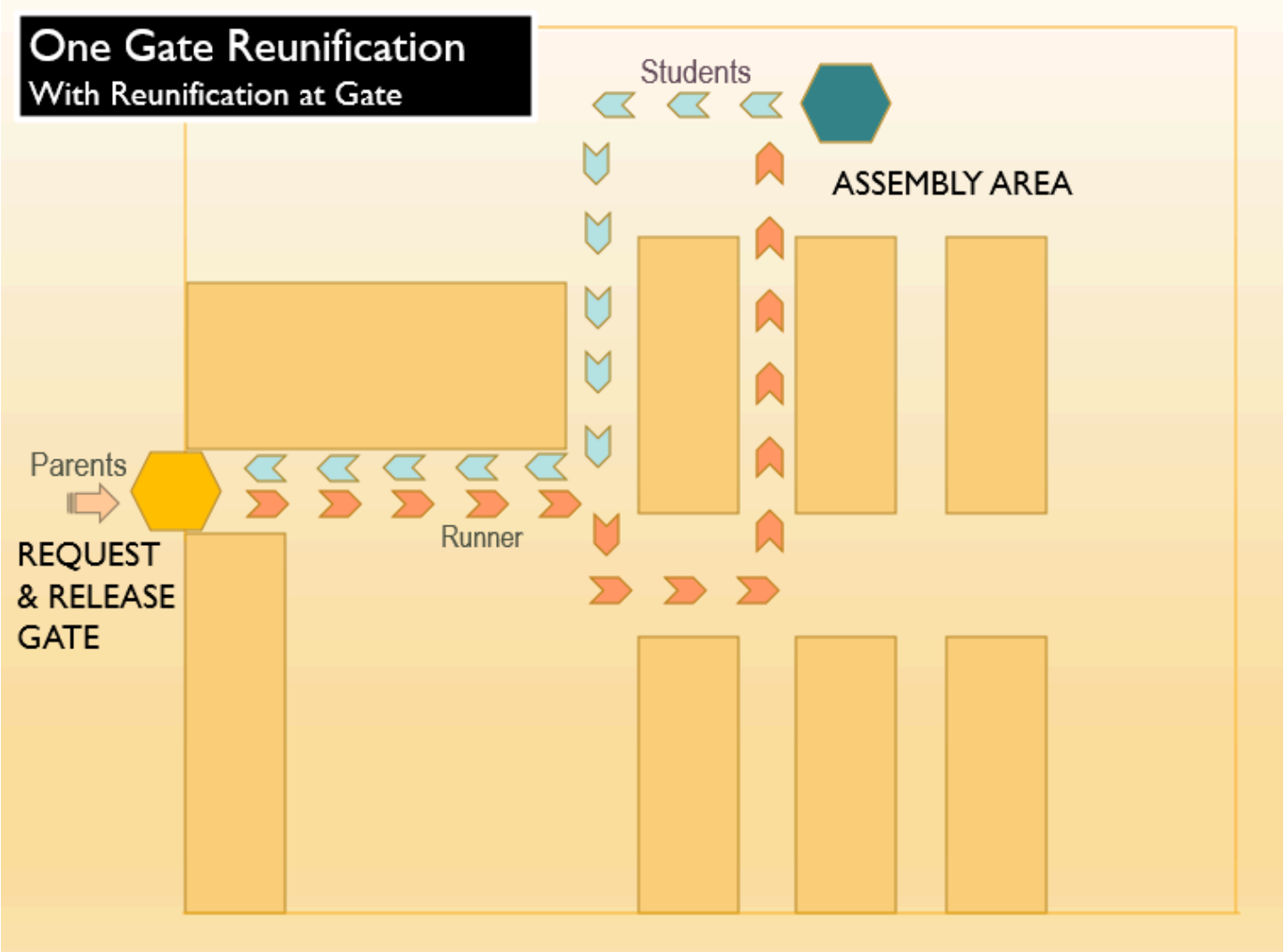
RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion



ONE-GATE REUNIFICATION

This type of reunification is recommended when there are NO injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.



CLASSROOM REUNIFICATION

Classroom reunifications is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ☐ Assign volunteers to assist
- ☐ Make signs with classroom numbers and teacher's name to have at the Request Gate.
- ☐ Have Student Request & Request & Release Forms for each parent
- ☐ Provide Emergency information to each teacher in their classroom via PDF or hard copy
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews
- ☐ Set-up Release Gate, for double checking ID

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form
- ☐ Line parents up according to classroom
- ☐ Escort parents to classroom

REUNIFICATION AREA (CLASSROOM)

- ☐ Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods
- ☐ Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification
- ☐ Documents reunification on student lists or other developed method

- ☐ Reminds parents to have ID out for last check at the Release Gate
- ☐ Sends the Student Request & Release Form to Release Gate with parent

RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

OFF-SITE REUNIFICATION

Off-Site reunifications will have extensive District Office staff support.

School site staff should expect to:

- ☐ Account for students. Let Incident Commander know of any missing, injured or deceased students
- ☐ Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others
- ☐ Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site
- ☐ Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk
- ☐ Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc

Incident Commander should expect to:

- ☐ Account for students. Let Law Enforcement and District Office know of any missing, injured or deceased students
- ☐ Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible
- ☐ Be available to district office staff, to assist with reunification once at external location
- ☐ Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or a district administrator

REUNIFICATION SUPPLY CONSIDERATIONS

- ☐ Roller Boxes and/or Rubbermaid Containers for all equipment
- ☐ Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- ☐ Student Request & Release Forms
- ☐ Alpha Signs to Organize Request Lines
- ☐ Tables and Chairs
- ☐ Bull Horns
- ☐ Caution tape
- ☐ Boxes to Organize Emergency Cards and Student Request & Release Forms
- ☐ Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- ☐ Vests
- ☐ ICS Assignment Badges
- ☐ Folders and organizers for rosters, student Request & Release Forms, etc.
- ☐ Pens and markers
- ☐ Map with Release Area and Parking
- ☐ Clipboards or extra tables along line for Parents to use
- ☐ Staplers
- ☐ Duct Tape
- ☐ Painter’s Tape
- ☐ Zip-lock large bags
- ☐ Radios and extra batteries

STUDENT REQUEST & REQUEST & RELEASE FORM

Parent/Guardian: **Please complete section 1 of this form**. You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.
Padres/Guardianes: **Por favor complete esa seccion1 de esta forma**. Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

PLEASE PRINT

(List siblings on the same form ONLY if they have the SAME LAST NAME)

PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES

1

STUDENT Last Name		First Name	Teacher	Grade
	1)			
	2)			
	3)			

PRINT NAME of Authorized Adult
(Must be listed as an emergency contact)

Cell Phone Number

STAFF COMPLETE SECTIONS 2 & 3

REQUEST GATE

2

Yes	No	
❑	❑	Is the person requesting the student on the Emergency Contact List STAFF INITIALS_____
❑	❑	On the Emergency Contact List paperwork, circle the name of the person picking up the student.
❑	❑	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):
❑	❑	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).
❑	❑	Staff - give this form to a “staff runner” to retrieve the student.

RELEASE GATE OR REUNIFICATION AREA

3	Yes	No	
	❑	❑	Receive/get student from Assembly Area.
	❑	❑	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.
	❑	❑	Verify Photo I.D. again. Have them sign below to indicate where they are going next.

Signature of person releasing student to:
Firma de la persona liberando al estudiante: _____

Next Destination:
Proximo destino: _____

Staff Signature: _____ **Time of Release:** _____

NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM

Student Release Log

School Monticello Elementary School Date _____

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent's Office]

ABBREVIATED
AFTER-ACTION REPORT
(for small scale events and drills)

DATE:		TIME:	
SCHOOL/SITE	Monticello Elementary School	BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

Add rows to table as necessary

STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR

1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
3) Complete this form using the information gained from the Brainstorm session.
4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
5) Keep a copy of this completed form for your records.

INCIDENT COMMAND TEAM POSITION GUIDES

FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

Section: Command

Site Incident Commander

Reports to: **Superintendent (or designee)**

Staffing Characteristics: Principal or Site Administrator

Responsibility: The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response 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 Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates

- Reassign personnel as needed
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become “Disaster Service Workers” and can be deployed by the Superintendent
- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls 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, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief
- Proclaim termination of the emergency and proceed with recovery operations if necessary

Safety Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

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

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures.
- Implement Site Emergency Procedures Plan
- 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 Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Monitor drills, exercises, and emergency response activities for safety
- Identify and mitigate safety hazards and situation
- 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 Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

Public Information Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet
  - School Accountability Report
- Scissors
- School site map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Digital recorder/voice recorder

Start-Up Activities:

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander
- Consult with District's Communications Officer to coordinate information release
- Assess situation and obtain statement from the Site Incident Commander. 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 Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation
- Statements must be approved by the Site Incident Commander and should reflect:
  - Reassurance - "Everything's going to be OK."
  - 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 location, 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 and volunteers to refer all questions from media or waiting parents to the Public Information Officer**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about incident. Correct any misinformation heard

Section: Command

Liaison Officer

Reports to:	**Site Incident Commander**
Staffing Characteristics:	**These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	

- Brief Agency Representatives on current situation, priorities, and incident action plan
- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans
- Provide periodic update briefings to Agency Representatives, as necessary

Operations Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

Special Equipment:

- Maps: See Crisis Response Box

During Event:

- 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, utilizing the position checklists
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed
- Communicate with Finance & Administration Section Chief as to whether or not there are any “missing”. If it has been determined that there are “missing” occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact “missing” individuals.
- As information is received from the Operations staff, update the Site Incident Commander
- Inform the Site Incident Commander regarding tasks and priorities
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff as needed

Section: Operations

Site Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: Custodian or others familiar with the site's facilities.

Responsibility: Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools

During Event:

- Observe the campus and report any damage by radio to the Site Command Post
- Lock or open gates and major external doors appropriate for the situation
- 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 Site Incident Commander
- Post yellow caution tape around damaged or hazardous areas
- Verify that campus gates are secured and report same to Site Incident Commander
- Advise Site Incident Commander of all actions taken for information and proper logging
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety
- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing "missing" occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response
- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
  - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking 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 building**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

Search & Rescue Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response
- **Each Buddy Team will consist of 3 persons**

During Event:

- **Buddy system: 3 persons per Buddy Team**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation firs
  - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking 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**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Responsibility: Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs
- Request assistance from the District Crisis Response Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container
- 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 with staff trained in CISM from the District Crisis Response Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
  - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel
- Report deaths immediately to Operations Section Chief.
  After pronouncement or determination of death:
  - **Do not** move the body until directed by Site Incident Commander
  - **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 Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities 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. 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
- Keep Operations Section Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

Section: Operations

First Aid & Medical Team

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in First Aid and Critical Incident Stress Management (CISM)

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First Aid & Medical Team supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms:
  - Medical Treatment Log
  - Notice of First Aid-Care Provided

Start Up Activities:

- Obtain and wear personal safety equipment including latex gloves
- Use approved safety equipment and techniques
- Check with First Aid & Medical Team Leader for assignment

During Event:

- Administer appropriate first ai
- **Keep accurate records of care given**
- Continue to assess victims at regular intervals
- Report deaths immediately to First Aid & Medical Team Leader
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available

Buddy Teams:

- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Are

Triage Entry Area:

- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments
- Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged
- Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie

Treatment Areas ("Immediate" & "Delayed")

- Completes secondary head-to-toe assessment
- Records information on triage tag and onsite treatment records
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead

After:

- Clean up first aid area. Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

Reunification Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.

Responsibility: Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

Special Equipment:

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard
- Phone or radio to communicate with team
- Forms: to provide to team
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- Ensure signage for way-finding and instruction is posted throughout the school
- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)
- Refer to School Site Reunification Plan when necessary

During Event:

- Monitor the safety and well-being of the parents, students and staff
- Mitigate any identified problems
- Ensure team members are getting breaks
- Maintain order
- Work with security on any safety issues
- Direct all requests for information to the Public Information Officer

Assembly Area Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in managing large groups of students - Associate Principal or Administrative Designee

Responsibility: Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- If school is evacuating:
  - Verify that the Evacuation Area and routes to it are safe
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate
  - Initiate the set-up of portable toilet facilities and hand washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area
- Administer minor first aid as needed
- Support the Release Gate process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements through the Logistics Section 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 Evacuation Area (or in the buildings)
- Direct all requests for information to the Public Information Officer

Request Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Pens for parents' to complete forms
- Forms:
  - Student Release Form
  - Volunteer Assignment Log

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
- **Refer all requests for information to the District's Communications Officer**
- If volunteers arrive to help, have them report to the Request Area to be registered

Reunification Procedures:

- Requesting parent or guardian 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
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box
- Runner takes form(s) to the designated classroom

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on 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 Notice of First Aid Care Given Form with the runner
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Operations Chief for verification**

Section: Operations

Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or authorized adult at the Release Gate.

Special Equipment:

- Stapler
- Pens for parents to sign Student Release Log
- Student Release Log
- Signs: Release Gate
- Empty file boxes to use for processed Student Release Forms

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Area.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**

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 Notice of First Aid Given Form with the runner.
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate
- Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Section Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification
- Parent should be notified of missing student status 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

Planning & Intelligence Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Resource Teacher

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

Records:

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content
- Log in all written reports
  - **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**
- File all reports for reference

Student and Staff Accounting:

- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

Situation Status Map:

- Collect, organize and analyze situation information
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (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 Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

Logistics Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Equipment:

- Cargo container or other storage facility with all emergency supplies stored on site
- Forms
- Site Status Report
- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed
- Review staff roster and begin call-back, as required

During Event:

- Maintain security of cargo container, 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
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies

Finance & Administration Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards. Office staff.

Responsibility: Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment::

- None

During:

- Receive, record, and analyze Student Accounting Forms
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically
- **Report missing persons and site damage to Planning & Intelligence Section Chief**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- 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
- Determine process for tracking purchases
- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

INITIAL DAMAGE ASSESSMENT

FUNCTIONAL ANNEX D

CONDUCTING AN INITIAL DAMAGE ASSESSMENT

Initial damage assessment – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School Monticello Elementary School			DATE:	
Buildings Damaged				
Space is (check all that apply)				
□ Not usable	□ Usable	□ Wet/Damp	□ Dry	□ Unknown
Utilities are operational (check all that apply)				
□ Phone	□ Internet	□ Electrical Power	□ Water	□ Sewer
Ceiling (e.g wet, sagging, collapse)				
Walls (e.g. cracks, watermarks, soot)				

Floor/Carpet (e.g. wet, burnt, torn, mildew)
Water Leaks (e.g. from roof, through walls, windows)
Doors/Windows (e.g. broken locks, hinges, awnings)
Fixtures (e.g. electrical outlets, lighting)
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)
Other

Evacuation Planning for Special Needs

FUNCTIONAL ANNEX E

For People with Disabilities and Special Needs

Monticello Elementary School uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

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Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
    - Self
    - Self with device
    - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
    - Who
    - What
    - Where
    - When
    - How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ , for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72¨, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?
Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?
People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one’s arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and

other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?
Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?
If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?
Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?
Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?
People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?
One Person
When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People
When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?
Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

OREINTATION/WAY FINDING

Is There a Usable Circulation Path?
Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System
People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies
The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
  - Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
  - Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

  Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?
Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name: _____ Room #: _____

Building (home, office, etc.): _____ Primary Phone: _____

Are Service Animals Present: Yes No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	
Earthquake:	
Flood:	
Storm:	
Attack:	
Other (specify):	

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs *not* obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision *not* obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed? _____

How will the assistant(s) be contacted in an emergency? _____

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			

Assistant 5			
Assistant 6			

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

Opioid & Fentanyl Overdose Prevention

FUNCTIONAL ANNEX F

Monticello Elementary School PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Monticello's primary goal in the fight against opioids and fentanyl use is prevention.

Monticello will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person′s name.
- If this doesn′t work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person′s upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Monticello uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Comprehensive School Safety Plan

2024 - 2025

Tom Hawkins Elementary School
Jefferson Elementary School District

Fiona Bessette, Principal
475 Darlene Lane
Tracy, 95377
209-839-2380

The Comprehensive Safe Schools Plan was last updated on:
February 24, 2025

Board Members

Debbie Wingo
Brian Jackman
Soyeb Palya
Pete Carlson
Todd Wetherell

Superintendent

James W. Bridges, Ed.D.

NOTE: Tactical information is excluded from the public inspection document.
Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)
In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Board of Education's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)
A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the PUBLIC COPY of this plan. This document is not available for inspection on the internet.

Raising concerns, asking questions about or filing a complaint on this Comprehensive School Safety Plan
Any individual wishing to raise a concern or ask questions about this Comprehensive School Safety Plan can address these to the school principal and/or safety committee. Any individual, including a person's duly authorized representative, public agency, or organization may file a written complaint alleging a matter which, if true, would constitute a violation by the District of federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination. To file a written complaint, please follow the district's Uniform Complaint Procedures which can be found on the District's Website, Staff Handbook and Student Handbook at jsdtracy.com.

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Development of the Comprehensive School Safety Plan

EDUCATION CODE 32281 BELOW DESCRIBES PARTICIPATION OF SPECIFIC MEMBERS OF THE SCHOOL COMMUNITY IN THE WRITING AND DEVELOPMENT OF THE COMPREHENSIVE SCHOOL SAFETY PLAN.

Education Code 32281

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

THE FOLLOWING INDIVIDUALS CONTRIBUTED TO THE DEVELOPMENT OF THIS COMPREHENSIVE SCHOOL SAFETY PLAN:

TITLE	NAME
Principal/Designee	Fiona Bessette
Certificated Employee	Nicole Craft - 6th Grade Teacher
Parent	Christine Ward -School Site Council President
Classified Employee	Rahila Amani - Administrative Assistant to the Principal
Law Enforcement Agency (Consult)	Officer Tim Brown - Tracy Police Department
Fire Department (Consult)	Tim Spears - Tracy Fire Department
Other First Responder (Consult)	Crystal Snell (District Nurse)
Student (Optional/Recommended)	
Other Member (identify)	Aaron Oliver -7/8 PE Teacher
Other Member (identify)	Julian Lopez 4 Grade PE Teacher
Other Member (identify)	Lonnie Reed - Parent/Student Liaison
Other Member (identify)	Charles Spikes - Hawkins Vice Principal
District Representative	Dr. Jim Bridges

Communicating the Plan to the Public

School Site Council or Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below is the date and location this meeting was held and a description of how the public was notified of the meeting.

School Site:	Tom Hawkins
Date:	February 19, 2025
Location:	Tom Hawkins School Library 475 Darlene Lane Tracy CA

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:

The school invited the community to be part of the Safe School Plan review in the following ways: Invited through Parent Square, Invited through the electronic text based family newsletter, invitations sent through our social media apps and the school marquee. These notices were sent and visible to all of our stakeholders for a minimum of 72 hours before the review took place. Those dates were from February 14th-February 19th, 2025.

Minutes from School Site Council Approval of Plan

Hawkins School Site Council

Monthly Meeting Minutes

Meeting Date: 2/19/2025

I. Introduction of Board & Welcome all Members by Fiona Bessette

Meeting called to order by Fiona Bessette @ 3:16 PM
A quorum was present Attendance:

Purpose: Orient members to the rights and responsibilities of the School Site Council

STUDENT	PARENTS	COUNCIL MEMBERS	STAFF
	Dr. Tiffannie Jenkins	Maria Ibarra	Fiona Bessette
		Larkin Fleckner	Brenda Morgan
		Christine Ward	Cathrine Amato
		Jennifer Schwandt	Kelsey Chatard
		~~Lea Austin~~	Lonnie Reed
			Charles Spikes

a. Public Comment - Presentations are limited to items not on the agenda. When you are recognized, state your name and proceed with your presentation. State law prohibits the Trustees from taking action on any item not on the agenda. No person shall speak for more than three minutes, and the total time allotted for discussion for one item shall not exceed twenty minutes. (Board Bylaw 9323)

- Larkin mentioned that Title 1 funding may be impacted with the new regulations coming into effect.

b. Parking Lot - Review Process

- No Comment

c. Celebrations/Successes:

- Mr. Fleckner Certificated and Mrs. Phipps Classified are employees of the year.
- Pioneer School started this week
- The 8th graders went to the Tech Museum last friday. Thank you Mrs. Chatard for putting it all together.
- 7th grade won the basketball championship
- Mrs. Jenkins came today

II. Approve January Meeting Minutes

- No corrections needed

All approved

1st Motion: Kelsey Chatard
2nd Motion: Jennifer Schwandt
Yes (9) No (0) Abstain (0) Absent (0)

III. Budget Approval

a. Review budget recommendations from sub committee meeting
b. Get input on final allocations -
   - Add $6,000 to goal 1 and 2 for the IXL program and IXL parent training
   - Add $5,000 to goal 3. This will help support our English learners
c. Vote

All approved

1st Motion: Maria Ibarra
2nd Motion: Brenda Morgan
Yes (9) No (0) Abstain (0) Absent (0)

IV. Safety Plan

a. Review plan - We broke into small groups to go over our school safety plan.
b. Discuss -each group had the opportunity to provide feedback and ask questions gather feedback

All approved the plan as presented

1st Motion: Jennifer Schwandt
2nd Motion: Maria Ibarra
Yes (9) No (0) Abstain (0) Absent (0)

V. Updates:

a. ELAC - in the process of hiring a new ELD employee
b. Board Meeting - talked about our increase in enrollment data.
c. PAC - Next meeting 2/27
d. HPFC Meeting - Glow Dance is this FRiday 2/19
e. Parent Volunteers - We have a new parent Volunteer for After school tutoring/homework help.

VI. Review Parking Lot/Additional Items

- Look into parent training for IXL
- Look into after school tutoring for reading help
- Look into Summer Reading Program at UOP
- The district will be paying for the GLAD program This summer to help support our English learners with curriculum.
- Look into curriculum for our EL program
- ASB did great on the candy Grams. They made $750 profit.
- Add newsletter or upcoming activities.

VII. Adjournment 4:54 PM

All approved

1s Motion: Amato

2nd Motion: Morgan

Yes (10) No (0) Abstain (0) Absent (0)

Name	Position	Email
Fiona Bessette	Principal	fbessette@jsdtracy.com
Christine Ward	Chairperson	cl1227@yahoo.com
Lea Austin	Vice Chairperson	leajaustin@gmail.com
Maria Ibarra	DLAC Representative	mdme.ibarra@gmail.com
Lonnie Lynch	Secretary	llynch@jsdtracy.com
Larkin Fleckner	Council Member/PAC Representative	larkinrose84@gmail.com
Jennifer Schwandt	Council Member	justmommy4@gmail.com
Brenda Morgan	Council Member	brmorgan@jsdtracy.com
Catherine Amato	Council Member	camato@jsdtracy.com

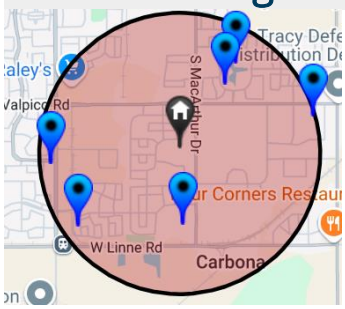
Kelsey Chatard	Council Member	kchatard@jsdtracy.com

Assessment of the Current Status of School Crime and Safety

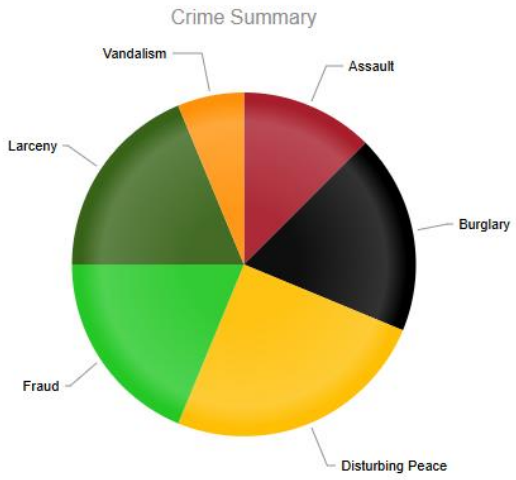
DATA ANALYSIS

Data Source	Conclusions from Safety Committee (administration, parents, classified, certificated, students, etc.)
Suspensions	3.5% percent of student population suspended at least 1 day increase of 1%
Expulsions	0% of the student population expelled the previous school year.
Chronic Absences	15.6 % of students chronically absent this a .2 percent decrease from the previous year.
Law Enforcement Calls for Service Report at Site	1 call for service regarding student conduct
Fire Inspection Report Data	The following areas passed the inspection with an approved status: General, Commercial Kitchen, Interior Finish, Decorative Materials and Furnishings And Emergency Lighting, Correction Required: Electrical Equipment, Wiring and Hazards, Fire Protection Systems and Means of Egress. All correction required items were corrected and approved.
290 Registrants/Sexual Offenders in area around school (Meghan's Law)	7 Sex offenders listed within 1 mile radius on Megan's Law search.

California Megan's Law Website



Community Crime data



Assault: 2
Burglary: 3
Disturbing Peace: 4
Fraud: 3
Larceny: 3
Vandalism:1
Assault: 2

Other data

Risk Assessment

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.
Prepared for the District's Board of Education's consideration in closed session and law enforcement, including Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Appropriate Programs and Strategies that Provide School Safety

Tom Hawkins Specific Information

Safe and Orderly Environment:

People and Programs: Tom Hawkins School has developed a process of implementation of Positive Behavior Intervention and Supports (PBIS). The goal of this program is to create a caring school climate where all students have a safe environment that allows them to reach their full potential. As of December of 2023, the school PBIS team implemented a tier 2 support system that includes a referral system and a process to provide students with resources to help them be successful in school.

Physical Environment: After conducting a comprehensive Risk Assessment and analyzing the data, it was determined that more digital resources were needed to provide complete access to the physical footprint of the school campus. As of January 2024, three new security cameras were mounted on the backside and front of the school campus. The addition of these cameras will provide another element of security and safety to the students and staff.

Child Abuse Reporting Procedures

Tom Hawkins adheres to Jefferson Elementary School District Child Abuse Reporting procedures as follows:

Child Abuse Prevention And Reporting **AR 4141.4**

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4 Child

abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Child Abuse Prevention And Reporting (CONT)

Mandated reporters include, but are not limited to, administrators, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (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 his/her 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. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (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. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has 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. (Penal Code 152.3, 288)

Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

Child Abuse Prevention And Reporting

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

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. (Penal Code 11165.9, 11166)

1. Child Protective Services/CFS (209) 464-4524
2. Tracy Police Department (209) 831-6550
3. Sheriff (Jefferson School) (209) 468-4400

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). (Penal Code 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: (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 shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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 Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (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 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. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.
(cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development) (cf. 5145.7 - Sexual Harassmet

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

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 Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

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.

(cf. 1312.3 - Uniform Complaint Procedures)

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 Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

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

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

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 his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) ( ) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) | AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE | TELEPHONE ( )

C. VICTIM

One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ | *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

DISASTER PROCEDURES

Hazard and Threat Specific Procedures
can be found in the Hazard Specific Annexes

General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes

CAMPUS OVERVIEW AND MAPS

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety using simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) which utilize the Incident Command System (ICS) as the basic response management structure.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school site council and/or school site Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by the Student Services Department.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. Education code 32280 states “It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan.” It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation within 3 months of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

Staff Assigned to Incident Command Team

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to their principal or site administrator.

Drills and Exercises

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

The Principal/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

The California Education Code requires the following drill schedule:

ELEMENTARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each school quarter

Fire Drill (Evacuation)	11-12 times per year (based on school calendar)	Once every calendar month

MIDDLE/INTERMEDIATE SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each quarter
Fire Drill (Evacuation)	4 times per year	Once every quarter

Please note that ALL occupants at your site must participate in these drills

In addition to the drills mandated by the state listed above, the Jefferson Elementary School District recommends the following drills:

RECOMMENDED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Shelter-In-Place Drill	1 or 2	Once - twice per school year
Lockdown Drill	1 or 2	Once - twice per school year

Tabletop Exercises
Incident Command Team members should participate in Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Site administrators are encouraged to engage the staff in table-top exercises twice a year.

Drill & Exercise Compliance
School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency Drill Report form. This form is submitted at the end of the year to the Jefferson Elementary School District Student Services Department, which reviews and ensures District specific items are completed in the Comprehensive School Safety Plan Template}.

CONCEPT OF OPERATIONS

Tom Hawkins and Jefferson Elementary School District work under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, Tom Hawkins and Jefferson Elementary School District utilize the Incident Command System to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):

- **FIELD:** After a given situation, appropriate school personnel at the specific campus(es) will respond and handle the incident. This is called the Field Response.

- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site the District Emergency Operations Center (EOC), will be activated. This is the Local Jurisdiction response. Certain District personnel are members of the EOC who have training and experience to manage and coordinate the overall emergency response for the District. The functions of the EOC will support the needs of the incident via an Incident Commander/EOC Director.
- **COUNTY**: For more widespread or severe situations, such as a major earthquake or flooding, the District will contact San Diego County Operational Area for support. The Operational Area manages and coordinates information, resources and priorities among local governments and entities, such as the District and serves as the coordination and communications link between the District and regional level agencies.
- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State's Mutual Aid Program and 4) the coordination with and use of Operational Areas. Together they create a system for local governments or entities, such as the district, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders.
As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Like SEMS, the National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:

- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.
- Provide a common standard for overall incident management.

NIMS has two basic compliance requirements that are already incorporated into SEMS.

- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.
- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities.

NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 “Management of Domestic Incidents,” directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

Tom Hawkins and Jefferson Elementary School District ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the Human Resource Department for record keeping. Campus resources are inventoried and categorized and available to campus response personnel.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.
- **Expandable and collapsible** – Reponses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more

knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section (See Incident Command Position Guides in Functional Annex C)

INCIDENT COMMAND TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

Summary of Incident Command Team Assignments

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
Safety Officer - ensures all activities are conducted in as safe a manner as possible
Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District's Communications Officer is available
Liaison Officer – serves as the point-of-contact for agencies outside of the District's organization
Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

- **Site Facility Check & Security –** lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control
- **Search & Rescue Leader and Team –** conduct search and rescue operations once accountability process has identified missing persons. It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **First Aid & Medical Leader and Team –** provide first aid and medical response including Critical Incident Stress Management (CISM). It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **Assembly Area Leader –** ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.
- **Student/Parent Reunification**
    - **Request Area** – process requests by parents or authorized adults for release of students
    - **Release Gate** – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident

Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services
Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

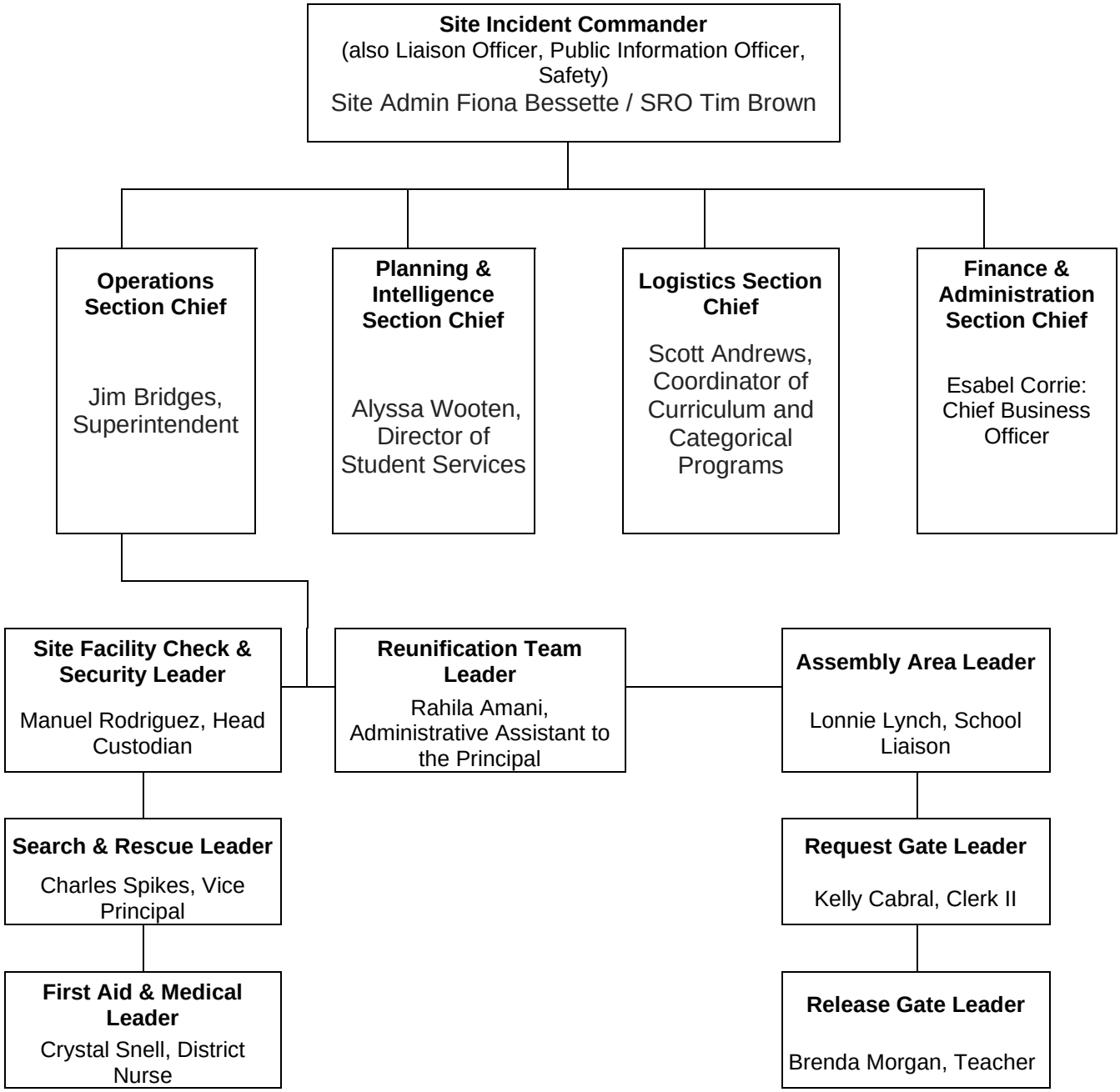
This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

UNIFIED COMMAND

Unified Command exists when two or more organizations/agencies have command authority for an incident, and they work together under a single Unified Command to manage incident response. Unified Command is an application of ICS and may be established at the field response level when more than one agency has jurisdictional responsibilities. Agencies work together through the designated members of the Unified Command to establish their designated ICs (Incident Command) (Incident Command) at the single Incident Command Post (ICP). Under Unified Command, organizations/agencies develop a common set of objectives and strategies which provides the basis for a single Incident Action Plan (IAP).

Tom Hawkins Incident Command Team Organizational Chart



Tom Hawkins Incident Command Team Personnel

Position	Personnel
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	Fiona Bessette Tim Brown Emily Stroup Edelmira Escoto
Planning Section Chief	Alyssa Wooten
Logistics Section Chief	Scott Andrews
Finance & Administration Section Chief	Esobel Corrie
Operations Section Chief	Dr. Jim Bridges
Site Facility Check & Security	Manuel Rodriguez
Search & Rescue: Leader	Charles Spikes
S&R Team A	Amber Green Cori Price Jillian Foster Tina Seymore
S&R Team B	Nicole Craft Victoria Bautista Sara Gray Julian Lopez
First Aid & Medical: Leader	Crystal Snell
First Aid Team A	Jennifer Murphy Aaron Oliver Dave Quintal
First Aid Team B	John Musso Ghizal Ayubi Rosie Lepe
Reunification Team Leader	Rahila Amani
Assembly Area Leader	Lonnie Lynch
Request Gate Leader	Kelly Cabral
Request Gate Team	McKenna Moret Rosalina Bonilla Edie Gardner Kelly Shook
Release Gate Leader	Brenda Morgan
Release Gate Team	Pardeep Atwal Anne Corbiser Chris Fleckner

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Disaster Service Worker Status

All public employees are required to take an “Oath of Allegiance” (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

California Government Code (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public district. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

Government Code 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.
(Amended by Stats. 1971, Ch. 38.)

OATH OR AFFIRMATION

All certificated employees shall comply with the legal requirement to subscribe to an oath or affirmation to support the institution and policies of the United States and the State of California. The oath or affirmation shall be filed with the Commission of Teacher Credentialing.

All public employees are disaster service workers. As such, before beginning employment with the district, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors. (Government Code 3100-3102)

The Superintendent or designee shall administer the above oath when district employees are hired.

Legally employed noncitizens shall be exempt from taking this oath. (Government Code 3101)

At the advice of legal counsel, the Superintendent or designee may exempt a prospective employee from taking the above oath if he/she raises a valid religious objection.

Legal Reference:

EDUCATION CODE
60 Persons authorized to administer and certify oaths 44334
Oath or affirmation
44354 Administration of oath GOVERNMENT
CODE
3100-3109 Oath or affirmation of allegiance CALIFORNIA
CONSTITUTION
Article 20, Section 3 Oath of office COURT
DECISIONS
Chilton v. Contra Costa Community College District 55 Cal. App. 3d 544 (1976) Vogel v.
County of Los Angeles (1967) 68 Cal. 2d 18, 22

Policy
adopted: October 10, 1989
reviewed: March 9, 1999
reviewed: September 11, 2001

JEFFERSON SCHOOL DISTRICT
Tracy, California

Emergency Communications

Communications before, during and after an emergency are critical. The school will use a variety of communication tools to prepare for, respond to and recover from critical incidents. Below are different tools the school will use to communicate with the different stakeholders.

COMMUNICATION TOOLS MATRIX		
MODE	**ADVANTAGES**	**DISADVANTAGES**
DISTRICT E-mail	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
Web Page Post	For parents/community. Easy, quick	Requires user to visit website
MNS Text Message	For parents/community and staff. Message can reach recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
MNS Email	For parents/community.	Requires users to update contact information (including personal e-mail) and to be able to access a device.
Staff Email	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
MNS Voice Message to all **NOT RECOMMENDED see disadvantages**	Reaches all those with phones	Requires user to listen to phone messages. The delay in reaching audiences may cause confusion as messages may be hours old.
Zoom	Able to meet virtually; large audience	Must send out link to zoom meeting; individuals must join
Social Media	Facebook, Instagram and Twitter are popular with students, message can reach recipient regardless of location.	Requires user to be a “fan” or “follower” of District/Campus sites and have access to a wireless device.
Public Announcement System	Wide broadcast; reaches outdoor	May be hard to hear on parts of campus
Fire Alarm System	Wide broadcast; easily heard	Only alarm – no voice feature.
Bullhorns	Mobile; allows for targeted messages to different geographic audiences; doesn’t require electricity or connectivity	Reaches a limited audience; time consuming
Digital Marquee	Gets message to local traffic and public before entering campus	May be difficult to post from a variety of devices.

Runners	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
Two-Way Radios	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
Cell phones	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
Landlines (analog or digital)	Good for one-to-one communication	Limited mobility.

Emergency Notifications to Campus

First priority during any emergency on school campus is to notify the staff and students in order to provide proper response procedures. The following systems will be used on-campus during an emergency to communicate response protocols:

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm	P.A. System
Duck, Cover, Hold On	P.A. System	In the case of an earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	P.A. System	If P.A. system is not working, use email or written notes to classes
Secure Campus	P.A. System	
Lockdown	P.A. System	Evidence of gunfire or threat of violence on campus.
All-Clear	P.A. System	

All site occupants need to know the emergency terminology above and the actions to take for each.

Emergency Notifications to Outside Entities

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	● When placing a 911 call: give your name, school name, and school address ● Give specific location of shooter, intruder, fire, hazardous material or other emergency ● Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> ● Delivered through multiple channels like text messages, emails, and automated phone calls ● Provide clear and concise information about the situation, next steps, and a designated contact point, while emphasizing that parents should stay calm, wait for updates, and avoid coming to the school unless instructed to do so
	<u>After an emergency:</u> ● Provide date and time of “all-clear” notice ● Provide actions required to resume normal campus operations ● Provide explanation of the resolution/conclusion of incident ● Provide website, telephone number, or other sources for additional information regarding incident

Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent's Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the "Emergency Notifications" section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
District Superintendent's Office	PHONE	209-836-3388
District Facilities	PHONE	209-835-3968
District Emergency Preparedness	PHONE	209-839-3763
District Risk Management	PHONE	209-836-3388
District Transportation	PHONE	209-835-3968

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Tracy Police Department	9-1-1	209-831-6550
South San Joaquin County Fire Authority	9-1-1	209-831-6700
San Joaquin County Sheriff	9-1-1	209-468-4400
Pacific Gas & Electric	9-1-1	877-660-6789
S.J. County Hazardous Waste Disposal		209-468-3066
S.J. County Public Health Services		209-468-3400
S.J. County Office of Emergency Services		858-565-3490
Poison Control	800-222-1222	
S.J. County Animal Control		209-831-6364
Sewer		209-831-6330

Standardized Emergency Response Actions

San Joaquin County Office of Education along with all the County law enforcement partners and school districts developed standardized terminology for the most common types of actions necessary during an emergency. Standardized terminology is critical to promote understanding among all parties involved in managing an incident.

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.
See Functional Annex A for more information on Standardized Emergency Response Actions

Type	Definition
STATUS	**ALL CLEAR** communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	**LOCKDOWN** is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; ● Use strategies to silently communicate with first responders if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

	TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. ● Move students and staff into the school's permanent buildings, on the ground floor. ● Group students/staff together at the furthest point away from windows on the floor. ✔ Face the wall with backs to the windows ✔ Crouch down on knees and elbows ✔ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EVACUATION	**EVACUATION** is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	**STRUCTURED REUNIFICATION** is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires: ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

SEE FUNCTIONAL ANNEX A for more information on these standardized responses

Emergency Facilities

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the **Tracy Police Department and San Joaquin County Sherriff's Department.** ***(See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)***

Emergency Supplies/Disaster Containers

Location of Emergency Supplies/Disaster Container

This site's Emergency Supplies/Disaster Container is located: Tom Hawkins School Office

All Emergency Supplies Kits/Disaster Containers and their contents are the responsibility of the Site Incident Commander. The District recommends the Site Incident Commander conduct annual inspections/inventory by September 30th each year. The responsibility to inspect and replace non-operating equipment and supplies belongs with the site.

The Emergency Supplies/Disaster Container includes resources needed by the ICT during activation. The following list describes the equipment and supplies that the District recommends be included inside the Emergency Supplies/Disaster Container:

- Command Kit
- First Aid/Medical Team Supplies
- Search & Rescue Supplies
- Crisis Response Box (1 of 2 boxes. The other is kept in the main office)

EMERGENCY KIT CONTENTS

COMMAND KIT

The following items are recommended items for the Command Kit and should be located in a black duffle bag or rolling bin. The Command Kit should be kept in the main office and be available to grab and go during any emergency.

COMMAND KIT			
ITEM	UNITS	ITEM	UNITS
Portable Megaphones	1	Tissues/Tissue Packages	5
ICT Walkie-Talkies	Site Alloc.	Utility/Duct Tape	2
AM/FM Solar or Battery Powered Radio	1	Caution Tape	1
Batteries for any necessary devices (radios, walkie talkies, flashlights, lanterns).	Amount Necessary	Steno Pads	5
Lanterns	2	Safety Vests	5-10
Tarps (16x20, 10x10 or other sizes)	2-6	Pens	Amount Necessary
Pop-up Tent/Canopy	Optional	Pencils	Amount Necessary

FIRST AID & MEDICAL TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the First Aid & Medical Team Supplies and should be located in a red duffle bag or rolling bin.

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
4 x 4” compress	1000	Procedure Masks	500
8 x 10” compress	150	Sanitary Napkins	100
Gauge bandages (Kling)	500	Stretchers or backboards	2
Head Immobilizer	1	Scissors, paramedic	4
Elastic Bandages (4" x 4.5 yards)	12	Tweezers	3
Elastic Bandages (2" x 4.5 yards)	12	Triage tags	50
Triangular bandage	24	Triage Kit (Tarps, Tags, etc.)	optional
Hand/wrist splint	24	Non-Latex gloves	200
Arm splints	24	Oval eye patch	50
Leg Splint	24	Medical Tape (cloth 1" x 10 yds)	40
Steri-strips or butterfly bandages	100	Medical Tape (cloth 2" x 10 Yds)	25

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
Water pouches (for flushing wounds, etc)	192 (or three cases)	First Aid Books	1
Hydrogen Peroxide	10	First Aid Pocket Guide	1
Emergency Blankets (disposable)	50	Stretch Gauze Roll (2 x 4.1 Yds)	20
Mylar Blankets	500	Burn gel	2 bxs
Stretch Gauze Roll (3 x 4.1 Yds)	20	Ice packs	20
Bandages (3/4 x 3")	4 bxs	Eye Wash	5
Sting relief	2 bx	Iodine Swabs	2 bxs
Tourniquets	10	Antiseptic Hand Gel or Packets	4 bxs or 4 bottles

SEARCH & RESCUE TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the Search & Rescue Team kits and should be located in a rolling bin:

SEARCH & RESCUE TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
Mylar Blankets	5	Hard Hats	6-9
Adjustable Wrench 10”	1	Hammer Claw	1
Bolt Cutter	1	Leather Palmed Gloves (Pairs)	6-9
Light Sticks	1 pkg	Linesman, Plier	1
Chalk	1 bx	Locking Grip Pliers	1
Cribbing Wood	Optional	Lumber Crayons	2-4
Digging Bar/ Pry bar	1	Pipe Wrench 14” (Utility shut off)	1
Dust Masks	18	Pliers	1
Eye Guards/Safety Glasses	9	Rope	1
Grease Markers	2-4	Batteries for Flashlight	Amount necessary
Whistles	6-9	Safety Vests	6-9
Flashlights	6-9	<u>Small First Aid Kits</u> Triangular Bandages Bandages (asst.) Ice pack Gauze roll Cloth tape Tongue depressors Gauze pad Sanitary Napkin Scissors Wet-Wipe towelettes Non-latex glozes	3
D-Handle Shovel	1		
Screwdriver Set	1		
Safety Cones	Optional 3-4		
Utility Knife	1		
Steel Digging Bar	2		
Hydraulic Jack	Optional		

SEARCH & RESCUE TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
Wool Blanket	2		

CRISIS RESPONSE BOXES

The District recommends each site maintain two Crisis Response Boxes. State regulations require one box for the First Responder Incident Commander. The District recommends that the site maintain an identical copy for use by the Incident Command Team.

It is recommended to place the two boxes in separate areas, one in the front office near the Secretary's desk and one with the other Emergency Supplies. This provides a back-up if one area cannot be accessed during the emergency.

The Crisis Response Boxes are large file folder boxes with wheels. The boxes are clearly labeled and contain vital information needed by the ICT and First Responder Incident Commander. The following are recommended for each box:

CRISIS RESPONSE BOXES	
	Current copy of the Site Disaster Procedures (this section of the Comprehensive School Safety Plan.
	Current map of site or school layout. Map must show all buildings, classroom numbers, onsite and offsite evacuation maps.
	Most current site map (plot plans available through Facilities).
	Current roster of students and staff assigned to the site. These rosters should include information about individuals with special needs. And be available in several formats for ease of use: alphabetical, grade level, class roll and have emergency contact/release information.
	If available, a list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
	If available, current student photos or most recent class photo on external drive.
	Telephone numbers listed in order of building sequence.
	List of health concerns for students and staff.
	Staff emergency forms.
	Area maps and school maps.
	Safety vests, whistles, flashlights, batteries, pens and any other beneficial equipment.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander.

CLASSROOM EMERGENCY KIT

The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office, library, lounge, and in every classroom. The recommended items for Classroom Emergency Kit include:

CLASSROOM EMERGENCY KIT			
ITEM	**UNITS**	**ITEM**	**UNITS**
Emergency Response Procedures (located in this portion of the CSSP)	1	**First Aid Supplies (put in large zip-lock bag)**	
Soft paint brush for removing glass fragments	1	• Direct pressure compress/sterile pads	4
Disposable non-latex gloves	4-6	• Triangular bandages	5
Identification vest, sash, hat, cap or visor for each teacher and aide	1	• Assorted size band aids	1 bx
Self-Stick name tags	1 per child	• Instant cold packs	2
Safety Pins	50	• Gauze bandages rolls (2”)	4
Pens, pencils, small pad of paper	multiple	• Cloth Tape (1/2”)	1
Whistle	1	• Splints (short enough to fit in backpack)	3
Activities for students (e.g., things for children to do while waiting for parents)	multiple	• 4 x 4” gauze pads	4
Tarp or shower curtain (to sit on)	1-2	• Tongue depressors	10
Kleenex (small individual packages)	5	• Sanitary pads (for use as large dressings)	4
Pre-moistened wipes	50	• Scissors (small classroom type)	1
Room number and teacher’s name written at least 5” high on a 8 ½ x 11” piece of cardboard	1	• Flex Wrap Bandages	2

Suspension & Expulsion Policies

Tom Hawkins adheres to Jefferson Elementary School District Suspension and Expulsion Policies as follows:

Students BP 5144.1(a)

SUSPENSION AND EXPULSION/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.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)

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, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (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

(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student’s presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 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.

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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053- 11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board Meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or 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. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, 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. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USD 7961. Suspension and expulsion data shall be reported to the board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, students with disabilities, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985 35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools) 35291.5 Rules and procedures on school discipline 48645.5 Readmission; contact with juvenile justice system 48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion 48950 Speech and other communication 48980 Parental notifications
49073-49079 Privacy of student records
52060-52077 Local control and accountability plan 64000-64001 Consolidated application
CIVIL CODE
47 Privileged communication
48.8 Defamation liability
CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas; means of production
GOVERNMENT CODE
11455.20 Contempt

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):

54950-54963 Ralph M. Brown Act
HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules LABOR CODE
230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child
PENAL CODE
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse 286 Sodomy defined
288 Lewd or lascivious acts with child under age 14 288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness
WELFARE AND INSTITUTIONS CODE
729.6 Counseling
UNITED STATES CODE, TITLE 18
921 Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting 7151 Gun-free schools
UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267 Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182 John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):
80 Ops.Cal.Atty.Gen. 85 (1997)
Management Resources:
CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Drug-Free Schools: http://www.ed.gov/about/offices/list/osdfs

Procedures for Notifying Teachers of Dangerous Pupils

Tom Hawkins adheres to the Jefferson Elementary School District Procedures for Notifying Teachers of Dangerous Pupils as follows:

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.
a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section
b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.
c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

District Responsibility to Inform Teachers of Criminal History

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

a) Causing, attempting, or threatening physical injury to another;
b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
d) Committing or attempting to commit robbery or extortion;
e) Damaging or attempting to damage school property;
f) Stealing or attempting to steal school or private property;
g) Committing an obscene act or engaging in habitual profanity or vulgarity;
h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;<
i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
j) Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to $1,000 fine or both.
Such information is confidential and shall not be further disseminated. Ed. Code 49079.

If a minor enrolled in a public school (grades K-12) is found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism, or graffiti, the court must send written notice to the school superintendent within seven days. The information shall be expeditiously transmitted to any counselor who directly supervises the student and may be transmitted to any teacher or administrator with direct supervisorial or disciplinary responsibility over the minor who needs the information in order to work with the student, to avoid being

needlessly vulnerable, or to protect other persons from needlessly vulnerability. Any information received by a teacher shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff and shall not be further disseminated except insofar as communication with the juvenile, his or her parents, probation officer, and law enforcement is necessary for these purposes. Welf. & Inst. Code 827 (b).

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The Tom Hawkins School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "*" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Discrimination & Harassment Policy

Tom Hawkins adheres to the Jefferson Elementary School District Discrimination and Harassment Policy

STUDENTS **AR 5145.3**

NONDISCRIMINATION/HARRASSMENT

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies.
The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com or
Director of Special Education
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
nkilgore@jsdtracy.com

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 Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

4. Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex; sex characteristics; sexual orientation; gender; gender identity; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and parental, marital, and family status, including the following: (Education Code 221.6, 221.61, 234.6)

    a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

    b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

    c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

        i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

        ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

        iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

    d. A link to the Title IX information included on the California Department of Education's (CDE) website

5. By April 1, 2025, post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

6. Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)

a. The district does not discriminate on the basis of sex in any education program or activity that it operates

b. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator and/or OCR

c. The name or title, office and email address, and telephone number of the district's Title IX Coordinator

d. How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints

e. How to report conduct that may constitute sex discrimination under Title IX

f. How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the district's website.

The district shall not distribute a publication stating that the district treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

7. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5)

   Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

8. 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

9. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

   The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

10. Ensure that students and parents/guardians, including those 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

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

11. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or 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 details of guidelines the district may use to provide a discrimination-free environment for all district students.

12. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

13. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

14. 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 (Education Code 234.1)

15. 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 from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether 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, Title IX Coordinator, or principal within one workday, regardless of whether 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. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sex discrimination, including sex- based harassment, the right to initiate the Title IX grievance procedures as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when 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.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct

2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

   Any prohibited conduct that occurs off campus or outside of school-related or school- sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

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 educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

3. The conduct 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

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Examples of Sex Discrimination and Sex-Based Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sex- based harassment, under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sex-based rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator(s) may be contacted at:

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com

Notifications

To prevent unlawful sex discrimination and sex-based harassment in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, the Superintendent or designee shall ensure that a copy of the district's sex discrimination and sex-based harassment policy and regulation:

1. Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

   The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

3. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a district program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sex discrimination or sex-based harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether 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. (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.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and

male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the district and which may constitute sex-based hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, 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 intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information

   The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

   The district shall 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. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

   The district shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any district employee to whom a student's intersex, nonbinary,

transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee 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 the employee is required to disclose or report the student's information pursuant to this administrative regulation, 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 the student's status as an intersex, nonbinary, 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 student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's 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 request assistance in doing so.

2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

   The meeting shall discuss the intersex, nonbinary, 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 the student's status as an intersex, nonbinary, transgender, or gender- nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex- segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

   To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options 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, 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 the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's 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 the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

   Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name

   A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

   However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record

   However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying board policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARRASSMENT COMPLAINT PROCEDURES

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district student, while in an education program or activity, was subjected to conduct on or after August 1, 2024, including, but not limited to, conduct that is under the authority of the district, that constitutes sex discrimination, including sex-based harassment. For conduct that occurred prior to this date, the district should utilize its policies in place at the time the alleged sex discrimination, including sex-based harassment, occurred, so long as they are in accordance with the applicable statutes and regulations.

Sex discrimination and sex-based harassment include, but are not limited to, sex-based conduct as specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably

2. Ensure that the Title IX Coordinator or designee, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent

   The investigator and the decisionmaker may be the same person as the Title IX Coordinator or designee.

3. Presume that the respondent is not responsible for the alleged sex discrimination, including sex-

based harassment, until a determination is made at the conclusion of the grievance procedures

4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, such as evaluation of whether to dismiss or investigate a complaint, investigation, decision, and appeals if any

5. Establish a process that allows for the reasonable extension of timeframes on a case-by- case basis for good cause with notice to the parties that includes the reason for the delay

Additionally, the district shall not disclose personally identifiable information obtained while implementing Title IX complaint procedures unless the district has obtained prior written consent from a person with the legal right to consent to the disclosure; the information is disclosed to a parent/guardian or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue; to take action to address conduct that reasonably may constitute sex discrimination under Title IX, including sex-

based harassment, in the district's education program or activity; as required by federal law, regulations, or as a condition to a federal award; as required by state or local law; or to the extent such disclosures are not otherwise in conflict with Title IX. (34 CFR 106.44)

If either party is a student with a disability, the Title IX Coordinator or designee shall consult with one or more members, as appropriate, of the student's individualized education program or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Filing a Complaint

Upon receiving information from an allegation of sex discrimination, include sex-based harassment, the Title IX Coordinator or designee shall notify the individual(s) specified in law of the Title IX grievance procedures, and of the informal resolution process, if available and appropriate.

A *complaint* is an oral or written request that can objectively be understood by the Title IX Coordinator or designee as a request for the district to investigate and make a determination about alleged sex discrimination, including sex-based harassment. (34 CFR 106.21)

Complaints of sex discrimination and sex-based harassment may only be brought by a student, or former student, who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex-based harassment, a parent/guardian or other authorized legal representative with the legal right to act on behalf of the student, or the Title IX Coordinator or designee. (34 CFR 106.45)

If the alleged victim chooses not to bring a complaint, or withdraws any or all of the allegations in a complaint, and in the absence or termination of an information resolution process, the Title IX Coordinator or designee shall consider whether to initiate a complaint. To do so, the Title IX Coordinator or designee shall first consider the following factors: (34 CFR 106.44)

1. The victim's request not to proceed with initiation of a complaint

2. The victim's reasonable safety concerns regarding initiation of a complaint

3. The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated

4. The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence

5. The age and relationship of the parties, including whether the respondent is an employee of the district

6. The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals

7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment, occurred

8. Whether the district could end the alleged sex discrimination, including sex-based harassment, and prevent its recurrence without initiating the Title IX grievance procedures

If, after considering these factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health and safety of the complainant or another person, or that the conduct as alleged prevents the district from ensuring equal access to a district program or activity on the basis of sex, the Title IX Coordinator may initiate a complaint.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall provide the alleged victim notice of the complaint, as well as other notices as required by the Title IX regulations at specific points in the complaint process. The Title IX Coordinator shall also address reasonable concerns about the victim's safety or the safety of others, including providing supportive measures as described in "Supportive Measures" below, and taking other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district. (34 CFR 106.44)

The Title IX Coordinator or designee, investigator, decisionmaker, other person who is responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.8. (34 CFR 106.44)

The Title IX Coordinator shall monitor the district for barriers to reporting information about conduct that reasonably may constitute sex discrimination, including sex-based harassment, under Title IX, and take steps reasonably calculated to address such barriers. (34 CFR 106.44, 106.45)

Supportive Measures

Upon receipt of a report of Title IX sex discrimination or sex-based harassment, the Title IX Coordinator or designee shall offer and coordinate supportive measures. Supportive measures may vary depending on what the district determines to be reasonably available and shall not unreasonably burden either the complainant or respondent. Supportive measures shall be provided without charging a fee to the complainant or respondent and be designed to protect the safety of the complainant, respondent, and the district's educational environment, and to provide support during any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44. The district shall not impose such measures for punitive or disciplinary reasons. Supportive measures may include, but are not limited to, counseling; extensions of deadlines and other course-related adjustments; changes in class, work, housing, or extracurricular or any other activity regardless of whether there is a comparable alternative; campus escort services; modifications of class schedules; mutual restrictions on contact; changes in class locations; increased security; monitoring of certain areas of the campus; and, training and education programs related to sex-based harassment. (34 CFR 106.2, 106.44)

Unless there is an allegation of sex-based harassment or retaliation, the district may provide supportive measures without altering the alleged discriminatory conduct. (34 CFR 106.44) Upon the conclusion of any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate. (34 CFR 106.44)

The district shall provide a complainant or respondent for whom supportive measures have been implemented with a timely opportunity to seek, from an impartial employee with authority to modify or reverse the supportive measures, modification or reversal of the district's decision to provide, deny, modify, or terminate such measures, and to seek additional modification or termination of the supportive measures if circumstances materially change. (34 CFR 106.44)

The district shall not disclose information about supportive measures to any person other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless the disclosure is necessary to providing the supportive measures, or restoring or preserving a party's access to the district's education program or activity. (34 CFR 106.44)

Emergency Removal from School

A student shall not be disciplined for alleged sex discrimination, including sex-based harassment, under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an imminent and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the IDEA or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint if: (34 CFR 106.45)

1. The district is unable to identify the respondent after taking reasonable steps to do so

2. The respondent is not participating in the district's education program or activity and is not employed by the district

3. The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX

   Before dismissing the complaint, the Title IX Coordinator shall make reasonable efforts to clarify the allegations with the complainant.

4. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination, including sex-based harassment, under Title IX, even if proven

The Title IX Coordinator shall determine whether to dismiss or investigate any complaint of sex discrimination, including sex-based harassment, within 10 working days, unless such timeline is extended in accordance with this administrative regulation.

Upon dismissal, the Title IX Coordinator shall promptly notify the complainant of the dismissal and the reasons for the dismissal. Additionally, if the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator shall provide such notification to the respondent, which shall occur simultaneously to both parties if the notification is in writing. The Title IX Coordinator shall also inform the complainant, and the respondent if the dismissal occurs after the respondent has been notified of the allegations, of their right to appeal. Dismissals may be appealed on the following bases: (34 CFR 106.45)

1. A procedural irregularity that would change the outcome

2. New evidence that would change the outcome and that was not reasonably available when dismissal was made

3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

If the dismissal is appealed, the district shall: (34 CFR 106.45)

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent

2. Implement appeal procedures equally for the parties

3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint

4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations

5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome

6. Notify the parties of the result of the appeal and the rationale for the result

If a complaint is dismissed, the Title IX Coordinator or designee shall offer supportive measures as described above in "Supportive Measures" to the complainant. Additionally, the respondent shall be offered supportive measures if the complaint was dismissed because the complainant voluntarily withdrew any or all of the allegations in the complaint and the district determined that without the withdrawn allegations the conduct, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX, or if the complaint was dismissed because the district determined, after taking reasonable efforts to clarify the allegations of the complaint, that the alleged conduct would not constitute sex discrimination, including sex-based harassment, even if proven. The Title IX Coordinator shall also take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

At any time prior to determining whether sex discrimination, including sex-based harassment, occurred under the complaint procedures specified in 34 CFR 106.45, the district may offer, if it is determined to be appropriate upon receiving information about conduct that reasonably may constitute sex discrimination under Title IX or when a complaint of sex discrimination is made, an informal resolution process, such as mediation,

to the complainant and respondent. However, the district shall not offer an informal resolution process if the complaint alleges that an employee engaged in sex-based harassment of an elementary or secondary school student or that such process would conflict with federal, state, or local law. (34 CFR 106.44)

The district shall not require or pressure a party to participate in the informal resolution process, or to waive the right to an investigation and determination of a complaint as a condition of participation in the district's education program or activity, or exercise of any other right. The district may decline to offer an informal resolution process including, but not limited to, when the district determines that the alleged conduct would present a future risk of harm to others. (34 CFR 106.44)

The district may facilitate an informal resolution process provided that the district, prior to initiating such process: (34 CFR 106.44)

1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process; the right to withdraw from the informal process and resume the formal complaint process; the inability to initiate or resume complaint procedures arising from the same allegations once the informal resolution process is concluded; the potential terms that may be requested or offered in an informal resolution agreement, including that the agreement would only be binding on the parties; and the information that the district will maintain and whether and how the district could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed

2. Obtains the parties' voluntary consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

The Title IX Coordinator or designee shall ensure that the facilitator of the informal resolution process is not the same person as the investigator or decisionmaker of any ongoing or newly initiated complaint process specified in 34 CFR 106.45, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and receives training in accordance with 34 CFR 106.8. (34 CFR 106.44)
If the district facilitates an informal resolution process, the Title IX Coordinator shall, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district' education program or activity. (34 CFR 106.45)

Notice of Allegations

If the district initiates a formal Title IX investigation, the Title IX Coordinator or designee shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. Sufficient information, available at the time, to allow parties to respond to the allegations, including, to the extent available, the identity of parties involved in the incident(s), the conduct allegedly constituting sex discrimination, including sex-based harassment, and the date(s) and location(s) of the alleged incident

   Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

   If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that retaliation is prohibited

4. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of such evidence, as specified

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator or designee.

Consolidation of Complaints

The district may consolidate complaints of sex discrimination, including sex-based harassment, against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party, when the allegations of sex discrimination, including sex-based harassment, arise out of the same facts or circumstances. (34 CFR 106.45)

Investigation Procedures

The district shall provide for adequate, reliable, and impartial investigation of complaints. (34 CFR 106.45)

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present fact witnesses, and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible

2. Review all evidence gathered through the investigation and determine which evidence is relevant and which evidence is impermissible regardless of relevance

3. Provide each party with an equal opportunity to access evidence that is relevant, and not otherwise impermissible, to the allegations of sex discrimination, including sex-based harassment, by:

    a. Providing an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of such evidence

    If an accurate description is provided, the district shall, upon request of any party, provide the parties with an equal opportunity to access the relevant and permissible evidence.

    b. Providing a reasonable opportunity to respond to the evidence or to the accurate description of the evidence

    c. Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

4. Take reasonable steps to protect the privacy of parties and witnesses which do not restrict the ability of the parties to obtain and present evidence, including, by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures

5. Objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, including that credibility determinations will not be based on a person's status as complainant, respondent, or witness

6. Exclude as impermissible the following types of evidence, and questions seeking that evidence:

a. Evidence that is protected under a privilege recognized by state or federal law or evidence that is provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege

b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's or witness's voluntary, written consent for use in its grievance

   procedures

c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment

   The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The district shall ensure that the decisionmaker is able to question parties and witnesses adequately to assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. (34 CFR 106.45)

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

The investigator shall complete the investigation within 45 calendar days after the Title IX Coordinator determines to proceed with an investigation, unless such timeline is extended in accordance with this administrative regulation.

Written Decision

The Superintendent shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who may be the Title IX Coordinator or designee or the investigator so long as there is no conflict of interest or bias. (34 CFR 106.45)

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district shall: (34 CFR 106.45)

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination, including sex-based harassment, has occurred

2. Notify the parties in writing of the determination of whether sex discrimination, including sex-based harassment, occurred

The notification shall include the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The written decision shall be issued within 15 calendar days after the investigation is completed, unless such time is extended in accordance with this administrative regulation.

Appeal of the Decision

Either party may appeal the district's decision of a complaint or any allegation in the complaint. (34

CFR 106.45)

When conducting an appeal, the district shall permit a final appeal to the Governing Board using a process that is in accordance with law and otherwise consistent with the appeal process as specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Extension of Timelines

Any timelines specified in this administrative regulation may be extended by the district for good cause, with written notice to the parties. The written notice shall specify the reasons for the extension. (34 CFR 106.45)

Remedies

When there is a determination that sex discrimination, including sex-based harassment, has occurred, the Title IX Coordinator shall coordinate the provision and implementation of remedies to the complainant and other persons the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination, including sex-based harassment; coordinate the imposition of any disciplinary sanctions on a respondent described in "Disciplinary Actions" below, including notification to the complainant of any such disciplinary actions; and take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sex discrimination and/or sex-based harassment include, but are not limited to:

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

When an employee is found to have committed sex discrimination, including sex-based harassment, or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the district's determination of whether sex discrimination, including sex-based harassment,
occurred. (34 CFR 106.45)

Record-Keeping

The Superintendent or designee shall maintain, for at least a period of seven years: (34 CFR 106.45)

1. For each complaint of sex discrimination, including sex-based harassment, records documenting any informal resolution process or formal investigation procedures

2. For each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including sex- based harassment, records documenting the actions taken to fulfill the district's obligations as specified in 34 CFR 106.44, including supportive measures offered and implemented

3. All materials used to train district employees; the Title IX Coordinator and designee(s); investigator(s), decisionmaker(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; and any person who facilitates an informal resolution process

   The district shall make such training materials available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure340.1):

1. A record of the allegation(s)
2. A record of the investigation procedures followed

3. A record of the written determination

4. A record of the corrective action implemented, if any

5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

School-wide Dress Code Prohibiting Gang Attire

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Jefferson Elementary School District DRESS CODE GUIDELINES

Jefferson Elementary School District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson Elementary School District. In keeping with this philosophy of good style and taste, the following rules apply to all regular school activities:

1. Clothing should be in good repair and reflect modest taste.
2. Students are to come to school dressed for learning and for playing.
    a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months.
    b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips.
    c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed.
    d. Students are not permitted to wear knit caps or hoods in class, assemblies, or in any indoor school function. Outdoors, hats must be worn forward facing.
3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.
4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.
5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited.

Students who are considered to be in violation of the Jefferson Elementary School District Dress Code shall be referred to the principal or the designee.

a. First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.
b. Second offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the designee.
c. Third and subsequent offenses: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.

In order to discourage the influence of gangs and gang related apparel, Unauthorized Group Apparel is prohibited and the following rules shall apply:

1. Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in an unauthorized group or group is prohibited.
2. Clothing or articles of clothing (including but not limited to gloves, bandanas, shoestrings, wristbands, hats, lanyards, belts, jewelry) related to unauthorized groups that may provoke others to acts of violence are prohibited.
3. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants are prohibited.
4. Gloves, towels, suspenders or other items hanging from rear pants pockets or from belt are prohibited. Students may not wear one pant leg rolled up.
5. Excessive clothing items (2 or more) of predominantly one color that symbolize unauthorized group apparel are prohibited.

Because symbols are constantly changing, definitions of unauthorized group apparel may be reviewed and updated whenever related information is received by administrators and/or school safety committee. If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel. The following consequences will be implemented for a violation of any one of the above:

a. First Offense: Parent/guardian contact. Student sent home to change clothes or provided with alternative clothing, Confiscation of unauthorized group-related jewelry accessory, notebook etc. Possible 1-5 day suspension.
b. Second Offense: Parent/guardian conference and 1-5 day suspension.
c. Third Offense: Parent/guardian contact. Minimum of five (5) day suspension Report to law enforcement agency.
d. Fourth and subsequent offenses: Parent/guardian contact. Minimum of five (5) day suspension and recommendation for expulsion. Report to law enforcement agency.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Safe Ingress and Egress

Tom Hawkins Specific Information

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

Describe school procedures for creating safe ingress and egress for normal day operations.

The students will enter through the West and East gates on campus where they will pass by at least one adult as they enter the campus. During the ingress and egress portions of the day there are several safeguards in place. There is a crossing guard stationed at the primary ingress and egress to our campus. There are crossing guards to ensure the safe passage of students and parents coming and leaving the campus. In addition there are cameras at those same entrances and exits so that there is a documented record of the people entering and leaving the campus. Any adult that comes on campus must enter through the office and sign in using our scanning system that will flag any known potential threats to students. There is an abundance of signage in the parking lot and on the street to help the flow of traffic from bogging down and creating confusion.

Describe school procedures for creating safe ingress and egress during an emergency situation.

During an emergency the ingress and egress locations will be limited to a single supervised location to control access to the campus. We have designated specific personnel whose job is to ensure that access to the campus is limited to designated locations and that identifications are reviewed before being allowed to enter the campus.

Safe and Orderly Environment

Tom Hawkins Specific Goals, Objectives and Action Steps

School Mission Statement:

Tom Hawkins Elementary School is composed of a dedicated staff committed to providing the highest standards of education, developing the whole child, providing school safety and continuously striving for improvement. The staff and parent community value programs of instruction in art, music, physical education, technology and character and know that all students have individual paths to success. Tom Hawkins students are leaders inside and outside of school and leave the halls of the school prepared for high school and beyond.

POSITIVE SCHOOL CLIMATE

The Board of Trustees desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)
(cf. 5145.2 - Freedom of Speech/Expression) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 6141 - Curriculum Development and Evaluation) (cf. 6141.6 - Multicultural Education)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

(cf. 5126 - Awards for Achievement) (cf. 5131.4 - Campus Disturbances) (cf. 5136 - Gangs)
(cf. 6142.4 - Learning through Community Service)

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and

mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Legal Reference:

EDUCATION CODE
233.5 Duty concerning instruction of students
32230-32239 School violence reduction program 35160 Authority of Board of Trustees
35160.1 Broad authority of school district

Policy
adopted: October 9, 2001

JEFFERSON SCHOOL DISTRICT
Tracy, Calif

GOALS, OBJECTIVES AND ACTION STEPS FOR SAFER SCHOOL

Component 1 – Places and Programs			
Goal 1: Tom Hawkins School has developed a process of implementation of Positive Behavior Intervention and Supports (PBIS)			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:All staff and students in the school are expected to know the School-wide Rules. Schools will be evaluated twice per year (Fall & Spring) to see if staff and students know the school-wide rules. The goal is that 90 % of staff and students know the school-wide rules. To be most effective, regular teaching using the school-wide rules should become part of the school culture.	Create rules for the different areas of our campus	Entire staff	Common planning time
Action Step 1.a Create rough draft of rules	PBIS guidelines to create our own versions for Tom Hawkins school	PBIS tier 1 team	Common planning time and an advisor to assist in the design and construction of the rules.
Action Step 1.b Share rough draft of rules with the staff and revise based on feedback	Gallery walk Keep it junk it Forced rank and order	PBIS tier 1 team	Posters, markers, common planning time
Action Step 1.c Roll out agreed upon rules to students, staff, and parents	Share in family newsletter Create posters for the common areas of the school	Charles Spikes	PBIS budget
Action Step 1.d Create behavior lessons and	Videos created by staff Power points that share expectations with students	PBIS tier 1 team	Power Point Video editing software

schedule when to teach them to students			
Objective 2:Create a tier 2 PBIS team to address students whose needs are not being met by our tier 1 team	Professional Development to share what is needed and what is available to our staff	Charles Spikes	Common planning time Subs for teachers
Action Step 2.a Develop criteria for strong kids and check in check out	Utilize the criteria shared by the PBIS team at Stanislaus county office of education	PBIS tier 2 team	Common planning time
Action Step 2.b create universal screener	Research based questionnaire to use data to determine students that would best benefit from the two programs	Charles Spikes	
Action Step 2.c Find qualified people to run strong kids	Find people on campus qualified to run the strong kids programs	PBIS tier 2 team	
Objective 3:			
Action Step 3.a			
Objective 4:			
Goal 2: (If necessary)			
Goal 2 Objectives			

Component 2 – Places and the Environment			
Goal 1: By January 2025, three new security cameras will be mounted on the backside and front of the school campus and connected to an established monitoring system.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Attain Complete Visual Access of Campus	Fiona Bessette Charles Spikes	Cameras
Action Step 1.a	Conduct a risk assessment to identify areas that need visual access		
Action Step 1.b	Create PO for additional cameras		
Action Step 1.c	Submit a work order for the installation of the cameras		
Action Step 1.d	Request additional cameras be added to monitoring system		
Goal 2: Conduct yearly fire inspections and hold safety drills			
Objective 2:	Work with the local Fire Marshal to receive feedback on the safety of the campus	Fiona Bessette Jason Seymore Manuel Rodriguez	
Action Step 2.a	Work with the head custodian to review corrections listed on the Fire Inspection report.		
Action Step 2.b	Communicate with necessary staff regarding corrections needed in the classrooms		
Action Step 2.c			
Objective 3:	Work on consist and effective safety procedures	Fiona Bessette Charles Spikes	
Action Step 3.a	Schedule monthly safety drills		
Action Step 3. b	Review safety procedures with staff		
Action Step 3. c	Conduct safety drills each month		
Action Step 3. d	Debrief with staff post drill and implement action plan based on observational data collected		

Rules and Procedures on School Discipline

Tom Hawkins adheres to the Jefferson Elementary School District Policies on School Discipline

Students DISCIPLINE BP 5144
(a)

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.
(cf. 5113.1 - Chronic Absence and Truancy) (cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement)

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

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

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

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

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

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

(cf. 3550 - Food Service/Child Nutrition Program) (cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)
(cf. 5131.41 - Use of Seclusion and Restraint)

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

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

(cf. 0450 - Comprehensive Safety Plan) (cf. 9320 - Meetings and Notices)

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

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

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of

students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

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

Legal Reference:
EDUCATION CODE
32280-32289 School safety plans 35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules 37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion 48980-48985 Notification of parent/guardian 49005-49006.4 Seclusion and restraint 49330-49335 Injurious objects
49550-49564.5 Meals for needy students
52060-52077 Local control and accountability plan CIVIL CODE
1714.1 Parental liability for child's misconduct CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus 353 Detention after school
UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973 UNITED STATES CODE, TITLE 42
1751-1769j School Lunch Program 1773 School Breakfast Program
Management Resources:
CSBA PUBLICATIONS
Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009 CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014 WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov Public Counsel: http://www.fixschooldiscipline.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy JEFFERSON SCHOOL DISTRICT
Adopted: January 15, 2019 Tracy, California

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

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

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

a. The series of removals total more than 10 school days in a school year.

b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930

2. Knowingly possesses or uses illegal drugs

3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)
(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:
EDUCATION CODE
35146 Closed sessions re: suspensions
35291 Rules of governing board
48203 Reports of severance of attendance of disabled
students 48900-48925 Suspension and expulsion
49076 Access to student records
56000 Special education; legislative findings and
declarations 56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individualized education program teams
56505 State hearing
PENAL CODE
245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors, or stun guns Weapons

UNITED STATES CODE, TITLE 18
1365 Serious bodily injury UNITED
STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards UNITED
STATES CODE, TITLE 21
812 Controlled substances UNITED
STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504 CODE
OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially: 300.530-300.537 Discipline procedures
COURT DECISIONS
Schaffer v. Weast, (2005) 546 U.S. 549
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 U.S. 305

Management Resources:
FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
WEB SITES
California Department of Education, Special Education: http://www.cde.ca.gov/sp/se
U.S. Department of Education, Office of Special Education Programs: http://www.ed.gov/about/offices/list/osers/osep

Procedures for Conducting Tactical Responses to Criminal Incidents

Tom Hawkins School adheres to the Jefferson Elementary School District Procedures for conducting tactical responses to criminal incidents.

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Hate Crime Reporting

Tom Hawkins School adheres to the Jefferson Elementary School District Policies on Hate Crime Reporting

STUDENTS **BP 5145.9**

HATE-MOTIVATED BEHAVIOR

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate- motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined. The

Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.
Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Bullying Prevention Policies & Procedures

Tom Hawkins School adheres to the Jefferson Elementary School District Policies on Bullying Prevention

STUDENTS **BP 5131.2**

BULLYING

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school- related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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 Administrative Regulation 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.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm.
Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name- calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family

and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

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.

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 Administrative Regulation 1312.3 - Uniform Complaint Procedures. 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.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether 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 such observation to the principal or a district compliance officer, regardless of whether 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 Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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.

Support Services

The Superintendent, principal, or 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. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Jefferson School District Bullying Prevention

What is bullying?

Bullying is intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and often is repeated over time. Bullying differs from conflict. Two or more students can have a disagreement or conflict. Bullying involves a power imbalance element where a bully targets a student who has difficulty defending himself or herself.

Bullying may take many forms and can include:

- picking on others
- making hurtful and racist comments
- any form of physical violence, such as hitting, pushing or spitting
- suggestive comments or other forms of sexual abuse
- forcing others to act against their will
- verbal threats of aggression against property or possessions
- using put-downs or belittling others' abilities and achievements
- using offensive names, dehumanizing, intimidating, teasing or spreading rumors about others or their families
- acts of vandalism

Who are the bullies?

Any person who aims in some way to hurt someone else by causing either physical or emotional pain is a bully. Some bullies do the hurting themselves, some are ringleaders who get others to bully on their behalf and some are members of a group. Others unintentionally encourage bullies by being onlookers when bullying occurs; they fail to intervene or report the bullying. Often bullies justify their behavior by saying they were only teasing or having fun. If the person being teased does not like it, or want it, and yet others persist with it, then it is a clear case of bullying. It is cruel and unfair behavior.

Bullying is a serious issue

Bullying is against school rules and against the law. The Jefferson School District takes bullying extremely seriously and will strictly enforce consequences for those involved. School leaders can only investigate incidents they know about. It is critical that parents, students and staff work in partnership to immediately report suspected incidents of bullying. All of us have a duty to ensure our schools are safe environments for all students. School leaders will immediately investigate reports and take action to stop bullying from occurring.

Bullying Report Form

A Bullying Report Form is available in the school office as well as on the school website. This form can be submitted to the school office and will be delivered to the principal. The principal will accept anonymous submissions, however it will make the investigation more difficult and prevent any communication about the resolution of the complaint. The school staff can also assist those who need help completing the form.

Jefferson School District Board Policy 5131.2 (a)

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 student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

California Education Code Section 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Jefferson School District
Bullying Report Form

Name of Victim:_____ Grade of Victim:_____ Date of Report: _____

Person Completing Form: _____ ☐Victim ☐Other Student ☐Parent ☐Staff Member ☐Other

Name of Alleged Bully: _____

Date(s) of Incident(s): _____ Where did the incident(s) take place?_____

Name(s) of Witnesses (first, last name and grade if known)

1. _____
2. _____
3. _____

Did you previously report this incident of bullying? ☐Yes ☐No

If yes, to whom? _____ When? _____

Please describe the incident in as much detail as possible. (Use extra sheets of paper if necessary.)

Attach any documents related to this complaint. Please submit this form to the school principal. If you need assistance completing this form, please contact the school principal.

Signature _____ Date _____

For Office Use Only:

Date Received: _____

Response Bullying Report
Form

Report Investigated By: _____ Date(s) of Investigation _____

Investigation Notes:	
Outcome:	
Communication with (Student, parent, staff)	Date of Communication

Jefferson School District Bullying Prevention Activities

Activity	Expected Completion Date	Date Completed
Students Handbook with bullying policy delivered to all students.	First week of school	
District and school websites updated with bullying prevention and report form	As updated	
School Staff trained on Bullying Prevention Program including: ● District policy/law overview ● Bullying definition ● Bullying Report Form ● How to intervene to stop bullying and the responsibility to do so ● Strategies to maintain a safe school environment School Staff includes teachers, custodians, secretaries, aides, campus aides and all other staff who will work with students. District will be responsible for training substitute teachers, bus drivers, food service and maintenance staff.	First Month of School	
Students trained on Bullying Prevention Program including: ● District policy/law overview ● Bullying definition ● Bullying Report Form ● What to do if you witness bullying ● What to do if you are being bullied	First Month of School	
Parents informed of Bullying Prevention Program including: ● District policy/law overview ● Bullying definition ● Bullying Report Form ● The importance of partnering with the school to prevent bullying	First Month of School	

Outside Agency Use of Facilities

Jefferson Elementary School District values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. The District has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below, and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with the District wishing to use school facilities for disaster services prior to any need, the District will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the Business Services Department, 209-839-3762 to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the Business Services Department, 209-839-3762 immediately for assistance and guidance.

HAZARD/THREAT SPECIFIC ANNEXES

OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

ACTIVE SHOOTER / ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

BEFORE	
Goal:	1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Identify and correct/improve: ● Potential gaps in campus access controls ● Problems with securing classrooms, offices, and buildings ● Internal and external emergency communication protocols b) Achieve consistent implementation district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines c) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u> a) Equip students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Conduct a Risk Assessment to determine school site's vulnerability to a shooter/assailant b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Assess current practices on threat assessment and management, identify gaps, and implement measures to assure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines f) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge <u>Goal 2 Actions</u> i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
DURING	
Goal:	1. Prevent an armed intruder from gaining access to potential victims 2. Alert law enforcement as soon as possible 3. Gather and provide accurate and actionable information to law enforcement, the district, and school staff in lockdown
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate <u>Goal 2 Objectives</u>

	a) Alert law enforcement b) Activate district Incident Command Team <u>Goal 3 Objectives</u> a) Gather information on the shooter and provide to law enforcement ● Last known location ● Physical description ● Weapons observed b) Gather information on the location of injured, and their condition, and provide to law enforcement c) Gather information on the location and names of staff, students, and visitors in lockdown d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means) e) Direct staff and students who have left campus to the reunification area
Courses of Action:	**ACTIONS – ALL SCHOOL STAFF** <u>Goals 1 Actions</u> a) **Initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible ● *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now."* <u>Goal 2 Actions</u> b) If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1. ● Provide as much information as possible (slow down – be calm): ○ State the emergency: "I hear gunfire." "I saw..." ○ Give information on people who are wounded ○ Location of the assailant (if known) ○ Description of the assailant (if known) ○ Your precise location: "room __" ○ The number of children with you ● Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call c) All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur d) **Act immediately** if you or your students: ○ hear a sound that <u>might be</u> gunfire ○ see something that <u>looks like</u> a weapon being carried or used on or near the campus ○ sense any other indication of active shooter / armed assailant threat. ○ **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students ○ **Be decisive.** Communicate your plan to your students and act quickly. ○ **Call 911 and the School Office** as soon as it is safe to do so e) Options: *Run, Hide or Fight*

- **Run:** If you can get yourself and your students safely away from danger, do so immediately
  - Do not evacuate unless you…
    - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
    - **and** can visualize a route that will get your students and yourself safely off campus
  - Don't carry anything with you
    - Police may mistake an item in your hands as a weapon
    - Leave everything behind
  - If you encounter people along the way…
    - Adults: Warn them and take them with if you can but don't stop if they refuse to come
    - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*
  - Place terrain and buildings between you and the assailant to cover your escape
  - Keep going until you are certain you are out of danger
  - Call 911 as soon as it is safe to do so
  - Keep your students with you. Call (insert phone #) to report your location and obtain instructions
- **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN
  - **Lock the doors**
  - Close and lock windows and close blinds or cover windows
  - Turn off lights
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door
  - Silence all electronic devices
  - Remain silent
  - Position occupants spread out and out of line of site from room entrance.
  - Prepare to take action if the assailant attempts to get in the room
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries
  - Call 911 as soon as it is safe to do so
  - Remain in place until evacuated by identifiable law enforcement officers
- **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions**
  - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in
    - Construct a strong barricade
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
  - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant

f) Special Topics

- Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in
- *Run* – If you encounter injured persons while you are trying to get out of danger…
  - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety
  - And you are alone and the individual can run with help, and it is safe, help them escape
- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded
  - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding
- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so
  - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control
- Law Enforcement: If you encounter law enforcement officers…
  - Immediately raise your hands in the air and display your open palms
  - Don't run up to officers or attempt to hug or talk to them
  - Don't talk unless they ask you a question
  - Do exactly what they tell you to do
- Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
  - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon
  - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it
- Ongoing Communication: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident

- Extended Day Programs / After School Activities: School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Follow the "All Staff" guidance described above

Goal 2 Actions
a) Notify the district office after you call 911
b) If possible assist emergency personnel
   - Assist police in entering the school
   - Provide officers with keys, maps and any other information requested

Goals 3 Actions
a) Gather as much information as possible regarding the following:

- Information on the shooter and provide to law enforcement
  - Last known location
  - Physical description
  - Weapons observed
- Information on the location of injured, and their condition, and provide to law enforcement
- Information on the location and names of staff, students, and visitors in lockdown

b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
- Give as much information as possible to help staff make appropriate options-based response actions
- Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
  - Can provide you with information regarding the suspect (location, name, clothing, etc.)
  - (They) Or someone with them needs immediate medical attention
- After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

DISTRICT STAFF ACTIONS

<u>Goal 2 Actions</u>

a) Emergency Operations Center (EOC)
- Activate the district's Emergency Operations Center
- Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency

b) Offsite Reunification
- The Operations Section should prepare an off-site evacuation site for reunification
  - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids Movie theater complexes work well for this type of emergency
  - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded
  - School staff and students will remain in lockdown until evacuated on a room by room basis
  - Buses should be placed on standby for evacuation
  - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for

c) Crisis Intervention
- A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification
- This team will also provide ongoing support throughout the recovery phase of the emergency response
- Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery

	● Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event
AFTER	
Goal:	1. Establish Reunification procedures 2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn 3. Conduct an after-action report
Objective(s):	<u>Goal 1 Objectives</u> a) Identify needs of Reunification with Unified Command b) Reunification areas (notification, release, etc.) c) Area for law enforcement to interview witnesses before release d) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command <u>Goal 2 Objectives</u> a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness) b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use) c) Activate District's Crisis Response Team or engage in Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community d) Work with staff to return to school routines as soon as possible <u>Goal 3 Objectives</u> a) Gather stakeholders to provide input b) Involve necessary stakeholders to ensure an effective recovery and improved future responses
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR AND DISTRICT EOC ACTIONS** <u>Goal 1 Actions</u> a) Work with law enforcement or the "Unified Command" to determine best steps for reunification. b) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command c) Consider necessary investigation needs, such as an area for interviews of witnesses, etc. Goal 2 Actions a) Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.) This may include the following: ● Family assistance ● Victim assistance ● Coroner procedures ● Funerals (who goes/who stays and works) ● Memorials ● Anniversaries

- Mental Health support
- Employee & Staff meetings
- Grief

b) Work with Unified Command to determine and acquire facility needs to continue education process. This may include:
   - Biohazard clean-up
   - Utilizing another school/building for short term
   - Restoring/reorganizing current buildings
   - Demolition of building where individuals became victims
   - Rebuilding campus

c) Ensure activation of the District's Crisis Response Team or call upon any Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community:
   - Determine a safe, inviting area for counseling/debriefing to occur
   - Provide food, water, sanitation for workers and those provided services
   - Develop a plan for media staging
   - Ensure workers receive adequate break time and are provided a debriefing before leaving for the day

d) Work with school site staff to return to the educational process as soon as possible

e) Determine which staff may not be able to return due to trauma

f) Identify substitute staff for any positions not able to return

g) If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.)

h) Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists

i) Provide debriefing for staff who may be affected by students or other staff telling stories

j) Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students

<u>Goal 3 Actions</u>

a) Conduct an after-action report process and implement necessary actions for improving future responses

b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response

c) Identify steps to improve future responses

d) Implement steps to improvement

STAFF ACTIONS:

Follow directives of the administration and responding agencies to assist with recovery efforts

REFERENCES

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

BEFORE	
Goal:	1. Develop the capacity to effectively work with law enforcement during a bomb threat 2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively
Objective(s):	<u>Goal 1 Objectives</u> a) Meet and train with local law enforcement to ensure an effective response to a bomb threat b) Develop a clear chain of command with staff c) Prepare for analyzing threat details to determine if the threat is transient or substantive <u>Goal 2 Objectives</u> a) Determine search, shelter-in-place and evacuation procedures b) Determine specifics on alerting staff and students to implement bomb threat procedures
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat b) Develop site specific procedures should the school receive a bomb threat c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff d) Conduct a Bomb Threat emergency exercise with law enforcement e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training f) Identify individuals (law enforcement, contractors or district employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive <u>Goal 2 Actions</u> a) Ensure staff are trained on how to conduct a search for suspicious items b) Hold evacuation and shelter-in-place drills c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System b) Follow the Chain of Command during emergency situations <u>Goal 2 Actions</u> a) Review Bomb Threat procedures quarterly b) Participate and lead students through evacuation and shelter-in-place drills c) Keep Bomb Threat Checklist by class or office phone

DURING	
Goals:	1. Document Bomb Threat appropriately 2. Make proper notifications 3. Assess the situation 4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation
Objective(s):	<u>Goal 1 Objectives</u> a) Have proper tools to document at hand b) Effectively gather information when receiving the threat <u>Goal 2 Objectives</u> a) Notify law enforcement b) Notify District Office c) Notify other necessary entities <u>Goal 3 Objectives</u> a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response b) Conduct a search for suspicious item c) Implement response procedures based on the analysis <u>Goal 4 Objectives</u> a) Evacuate or shelter-in-place in a timely manner b) Conduct accountability procedures in a timely manner
Courses of Action:	ALL STAFF ACTIONS <u>Goal 1 Actions</u> a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat b) PERSON RECEIVING THREAT BY TELEPHONE:

	● Listen. Do not interrupt caller ● Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"* ● Indicators of a Swatting Call This is not an exhaustive list: ● Swatting calls are received by the non-emergency line. Swatters using VoIP services cannot dial 911 directly so have to call the non-emergency number. ● Swatting calls using VoIP services will appear as all zeros or nines, blocked, unavailable, or one of the default VoIP numbers. Skype, TextNow, Google Voice, etc. ● The caller's demeanor is inconsistent with the claimed crises or threat. For example, the caller claims to have witnessed the shooting of several students, but hey appear calm and with no background noise. ● Background noises include computer mouse clicking and/or typing. Callers use mapping tools and internet searches to answer follow-up questions or provide building address or names. ● The caller mispronounces names such as city, street, or building names. Swatting calls are commonly conducted by foreign perpetrators with thick accents who are unfamiliar with the local areas they target. ● The caller's story changes or escalates when challenged with follow-up questions ● "Call of Duty Speak" - caller uses exotic or specific names of weapons from playing video games. ● Gunshots or explosions heard in the background are inconsistent with other noise or sound fake. De-escalation Strategies: ● Identify inconsistencies by asking multiple questions and repeating those questions later in the call ● Suggested questions include: ● "What is your full name?" (ask again later during call, and specifically ask for a middle name) ● "Where are you calling from?" ● "What is your call back phone number?" ● "Why didn't you call 911 directly?" (for VoIP calls to non-emergency number) ● "Why are you reporting yourself?" ● "Why is there no noise in the background?" ● "What is that noise in the background?" (when background noise is inconsistent with the story) ● "Why does it sound like you are typing on a computer keyboard?" ● "Are you targeting anyone in particular? "Notify site administrator immediately after completing the call c) PERSON RECEIVING THREAT BY MAIL/WRITTEN THREAT: ● Note the way the threat was delivered, where it was found and who found it

- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement
- Caution students against picking up or touching any strange objects or packages
- Notify principal or site administrator

Goal 2 Actions

a) Call 911 providing as much information as possible obtained during the call or that is on the written threat

Goal 4 Actions

a) Follow the directions of the site administrator or law enforcement
b) If necessary, evacuate students as quickly as possible, using primary or alternate routes
c) Upon arrival at the designated safe site, take attendance
d) Notify the principal/site administrator of any missing students
e) Do not return to the building until emergency response officials determine it is safe.
f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command

PRINCIPAL/SITE ADMINISTATOR ACTIONS

Follow "All Staff" instructions as appropriate

Goal 2 Actions

a) If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up
b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat
c) Notify District Office of situation and request any necessary assistance

Goal 3 Actions

a) Work with law enforcement or threat experts to analyze the details of the threat
b) Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies
c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor
d) Direct a search team to look for suspicious packages, boxes or foreign objects

Goal 4 Actions

a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms
b) If it is necessary to evacuate the entire school, use the fire alarm
c) Do not return to the school building until it has been inspected and determined safe by proper authorities
d) Avoid publicizing the threat any more than necessary

SEARCH TEAM ACTIONS

	Goal 3 Actions a) Per training, use a systematic, rapid and thorough approach to search the building and surrounding areas b) Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels) c) If suspicious item is found, make no attempt to investigate or examine object. Report to law enforcement immediately
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** Goal 2 Actions a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	
COPS Problem-Specific Guide Series: Bomb Threats for Schools https://rems.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf CISA What to Do – Bomb Threat https://www.cisa.gov/what-to-do-bomb-threat REMS Bomb Threat Table-Top Exercise	

https://rems.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf

REMS Bob Threat Drill Observation Checklist
https://rems.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf

EARTHQUAKE

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond 2. Prevent and mitigate injury, death and damage to property during an earthquake
Objective(s):	<u>Goal 1 Objectives</u> a) Provide training on how to mitigate damage from an earthquake to staff b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills c) Ensure proper maintenance of emergency supplies and command kits d) Implement mitigation strategies to prevent injury from flying and falling objects <u>Goal 2 Objectives</u> a) Stock emergency supplies and command kits annually b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Participate in Drop, Cover and Hold-On drills <u>Goal 2 Actions</u> a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets
DURING	
Goal:	1. Make proper notifications 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures b) Call 9-1-1 if necessary c) Notify Superintendent's Office and/or EOC d) Staff provides accountability report and situation status of any hazards

	<u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Objectives</u> a) If possible, notify staff and students to Drop, Cover and Hold-On. ● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Call 9-1-1 if necessary c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage ● Determine who will inform public information media as appropriate. d) Determine whether to close school. If school must be closed, notify staff members, students and parents <u>Goal 2 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <u>Goal 3 Actions</u> a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures b) Implement accountability procedures c) If there is evidence of a gas leak, designate someone to turn off gas valves d) Activate the Incident Command Team, if necessary ● Search and Rescue ● First Aid/Medical ● Reunification Team e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders f) Implement Reunification Plan as necessary (See Functional Annex B) g) Post guards a safe distance away from building entrances to assure no one re-enters h) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Provide accountability report to Incident Command/administration. b) Provide a report of any hazards or situations that need attention to Incident Command/administration c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command <u>Goal 2 Actions</u> a) Determine the need for evacuation or other emergency actions by quickly assessing the situation b) Notify Incident Command of any assistance needed to perform emergency actions <u>Goal 3 Actions – Inside Buildings</u> a) Give Drop, Cover and Hold-On command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries d) Check for injuries and render First Aid e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack g) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris h) If Incident Command Team is activated, fill designated position i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible j) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet

	c) After shaking stops, check for injuries, and render first aid d) Check attendance. Report any missing students to principal/site administrator e) Stay alert for aftershocks f) Keep a safe distance from any downed power lines g) Do NOT re-enter building until it is determined to be safe h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area i) If Incident Command Team is activated, fill designated position **<u>During non-school hours</u>** **PRINCIPAL/SITE ADMINISTRATOR ACTIONS** a) Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions b) Confer with District Superintendent if damage is apparent to determine the advisability of closing the school c) Notify fire department and utility company of suspected breaks in utility lines or pipes d) If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration e) Notify District Office, who will inform public information media as appropriate
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Engage in physical, academic, business and social/emotional recovery 3. Determine campuses' response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> Provide information to staff, parents, and students Provide information to district office Provide information to media <u>Goal 2 Objectives</u> Determine needs in physical/structural, academic, business and social/emotional recovery Coordinate with district office and/or EOC to implement recovery efforts to restore school operations <u>Goal 3 Objectives</u> Conduct After-Action Report process

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery b) Coordinate with District Office and/or EOC to implement any necessary recovery actions. These may include: ● Academics recovery ○ Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction ○ Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later) ○ Re-evaluate the curriculum ○ Integrate students into other school districts ○ Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment ● Physical and structural recovery ○ Assess and repair structural and physical damage ○ Clean the facility(ies) ○ Remove health and safety hazards ○ Coordinate donations and volunteers ○ Restore equipment and processes, such as IT equipment, software, books, and instructional materials ○ Resume other school support, such as full transportation and food services ● Business functions recovery ○ Create agreements for prioritized services during and after an emergency ○ Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services ○ Restore business services, such as payroll, accounting systems, and personnel records ○ Register displaced students in other school districts ○ Securely share relevant education records with school districts receiving students displaced by the emergency ○ Request emergency funding to pay for immediate cleanup and repair Access long term recovery funding through loans, community grants or federal support ● Social, emotional, and behavioral recovery ○ Provide Psychological First Aid for Schools (PFA-S) ○ Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health ○ Monitor attendance, grades, and counselor's visits ○ Ensure that staff and teachers have access to Employee Assistance Programs

	○ Make individual and group crisis counseling available ○ Refer students, teachers, and staff to long-term interventions, if needed ○ Provide trauma- and grief-focused school-based mental/behavioral health programs ○ Provide support to caregivers to help prevent or reduce compassion fatigue <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process ● Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	

FIRE

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

BEFORE	
Goals:	1. Prevent fire on campus 2. Reduce or prevent the risk of injury to individuals and damage of property from fire
Objective(s):	<u>Goal 1 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention. <u>Goal 2 Objectives</u> a) Provide fire prevention training to staff b) Hold Fire Drills c) Maintain an adequate supply of fire extinguishers d) Ensure proper maintenance of fire prevention equipment.
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Review school fire codes annually b) Send list of school fire codes to staff annually, including before/after school program staff c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms d) Ensure combustible materials are stored in fireproof containers <u>Goal 2 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Provide fire prevention materials to before/after school program staff. c) Hold fire extinguisher training for staff d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus e) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations <u>Goal 2 Actions</u>

	a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention materials provided by administration c) Participate and lead students in fire drills
DURING	
Goals:	1. Protect life and implement Evacuation 2. Prevent property damage by preventing spread of fire
Objective(s):	<u>Goal 1 Objectives</u> a) Evacuate individuals from school buildings in a timely manner b) Conduct accountability procedures in a timely manner c) Provide First Aid/Medical d) Alert Fire Department <u>Goal 2 Objectives</u> a) Implement strategies while evacuating which will prevent the spread of fire b) Notify Fire Department and other entities of hazards and vulnerabilities c) Notify District Office/facilities
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Sound the fire alarm to implement evacuation of the building b) Immediately evacuate the school using the primary or alternate fire routes c) Notify the Fire Department (call 911) d) Ensure all staff and students are accounted for e) Activate the Incident Command Team ● Direct search and rescue team to be sure all students and personnel have left the building ● Activate First Aid/Medical/Triage team as necessary f) Ensure that access roads are kept open for emergency vehicles g) If needed, notify bus dispatch for off – site evacuation h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u> a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) ● Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Evacuate students from the building using primary or alternate fire routes b) When evacuating, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building f) Serve in any position assigned on the Incident Command Team <u>Goal 2 Actions</u> a) Shut classroom or office door after all individuals have exited b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Provide necessary attention to people and property to ensure continued safety and security 2. Determine campuses' fire response strengths, areas for improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Implement Reunification Plan if necessary ● Assess needs of individuals and campus including: ● Mental health care ● Debris removal ● Soot/smoke (odor) removal including HVAC system ● Restoration/fixes b) Based on needs assessment establish and implement plan to provide care for people and restore the property <u>Goal 2 Objectives</u> a) Conduct After-Action Report
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Activate the Reunification Plan if necessary b) Conduct an assessment of needs of campus individuals and buildings c) Determine whether mental health services need to be provided d) Determine the restoration, debris removal and soot/smoke removal needs e) Based on assessment, implement needed services <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future response d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Implement Reunification Plan if necessary b) Assist in identifying needs for mental health, restoration, debris removal, etc.

	c) Facilities/maintenance should contact physical recovery company to clean and remove debris d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary <u>Goal 2 Actions</u> a) Participate in after-action report process

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department to act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

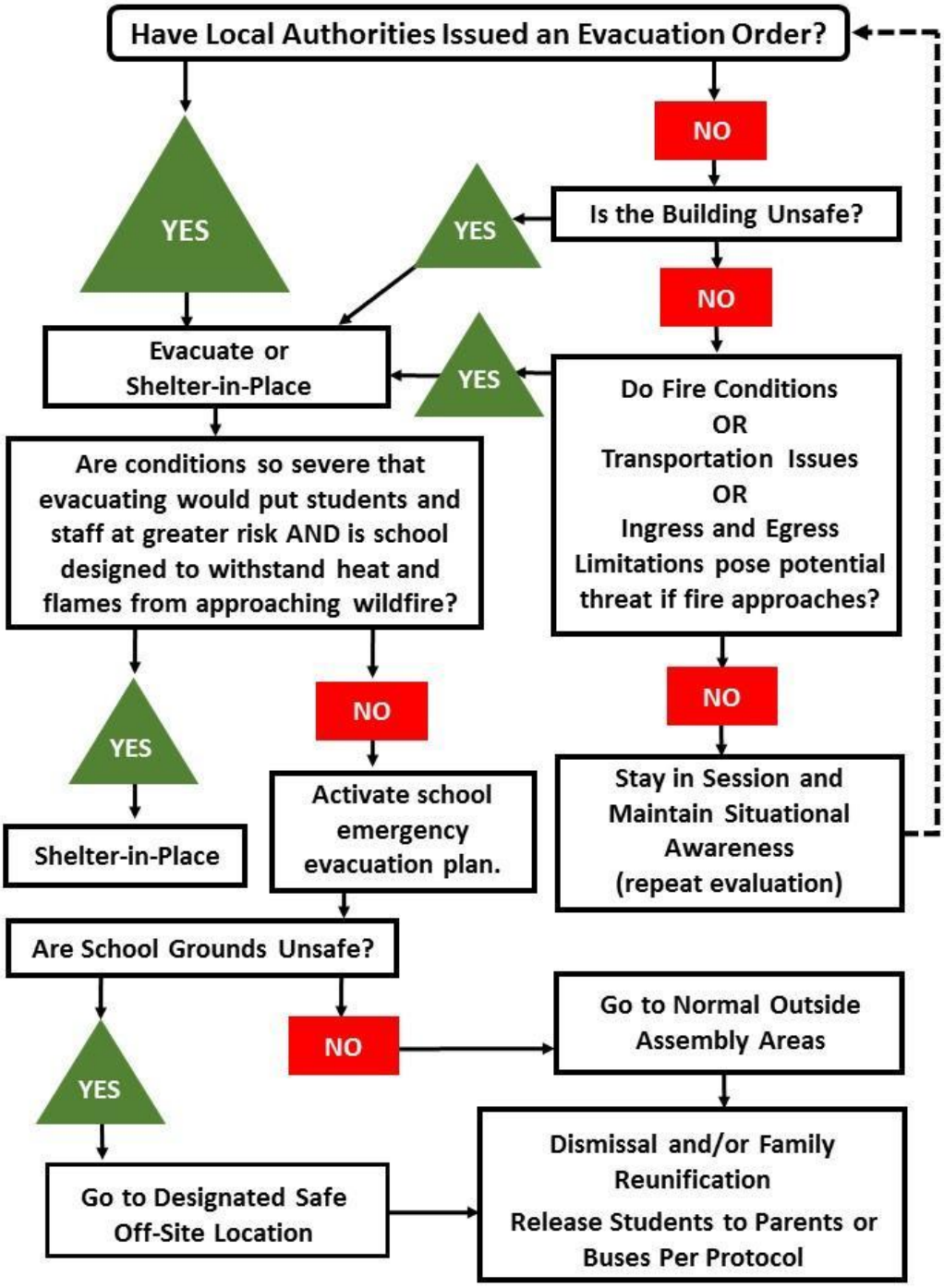
BEFORE	
Goals:	1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response 2. Develop the capacity of staff to lead students through appropriate response options 3. Prevent the risk of injury to individuals and damage of property from wildfire
Objective(s):	<u>Goal 1 Objectives</u> a) Coordinate with local fire department to ensure an effective response to a Wildfire b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Develop a clear chain of command with staff <u>Goal 2 Objectives</u> a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention c) Provide fire prevention training to staff d) Hold Fire Drills e) Maintain an adequate supply of fire extinguishers f) Ensure proper maintenance of fire prevention equipment
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop site specific plans <u>Goal 2 Actions</u>

	a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Ensure combustible materials are stored in fireproof containers c) Provide fire prevention materials to before/after school program staff d) Hold fire extinguisher training for staff e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus f) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention and wildfire response materials provided by administration <u>Goal 3 Actions</u> a) Participate and lead students in fire drills b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations
DURING	
Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct appropriate wildfire response actions in a timely manner b) Conduct accountability procedures in a timely manner c) Activate school site Incident Command Team, as necessary
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Work with the district office, local fire department and other responders to determine best course of action b) Use the "Wildfire Evacuation Decision Tree" following this section. c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes d) Communicate plan of action to staff and students: ● voluntary evacuation ● early dismissal ● mandatory evacuation ● shelter-in-place ● campus closure

	e) Consider the following while implementing response action ● Supplies (have staff bring emergency supplies, especially first aid kits and communication devices) ● Food and water ● Transportation ● Security and Safety ● Communications f) Contact families to notify of planned course of action g) Activate school Incident Command Team, as necessary ● Reunification Team h) Ensure all staff and students are accounted for i) Ensure that access roads are kept open for emergency vehicles j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u> a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) ● Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) If evacuating or sheltering-in-place, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family f) Serve in any designated position on the Incident Command Team c) Shut classroom or office door after all individuals have exited d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Effectively communicate to all stakeholders

	2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE EVACUATION DECISION TREE



INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**
>
> -- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

BEFORE	
Goal:	1. Develop the capacity to deter and detect possible intruder 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Provide training for staff on procedures for deterring and detecting possible intruders Keep intruder away from staff and students <u>Goal 1 Objectives</u> a) Identify and correct/improve: ● Potential gaps in campus access controls ● Problems with securing classrooms, offices, and buildings ● Internal and external emergency communication protocols b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures c) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Conduct a Security Risk Assessment to determine school site's vulnerability to an intruder ● Based on the identified areas of weakness develop strategies to harden the security of the school site b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge <u>Goal 2 Actions</u> a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge b) Train staff on ensuring security protocols are followed <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods ● Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the

	knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence ● Ensure entrances such as doors and gates are secure and in proper working order ● Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.
DURING	
Goal:	1. Prevent an intruder from gaining access to staff, students and buildings 2. Alert law enforcement and district as soon as possible
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown b) De-escalate the situation c) Get intruder to leave with no incidents of violence <u>Goal 2 Objectives</u> a) Alert law enforcement
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Initiate **Lockdown**. b) Designate someone to call 9-1-1 c) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as: ● "What can we do to make this better?' ● "I understand the problem, and I am concerned" ● "We need to work together on this problem" d) Take measures to keep subject away from students and building e) Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present <u>Goal 2 Actions</u> a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intrude b) Keep subject in view until police or law enforcement arrives **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Notify the principal/site administrator of intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon b) If able, initiate a lockdown from your classroom/office

	c) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder d) Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the All Clear instruction is announced e) Keep classroom and office doors locked <u>Goal 2 Actions</u> a) Call 9-1-1 or ensure someone else has called 9-1-1
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS: PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future. d) Identify steps to improve future responses e) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Unplanned Power Outage

This procedure addresses situations involving

BEFORE	
Goals:	1. Prevent the risk of injury to individuals and damage of property from Power Outage 2. Develop the capacity of staff to lead students through appropriate response options 3. Develop capacity for educational process to continue in power outages
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage b) Ensure portable lighting (i.e., flashlights and batteries is available at school site c) Always keep hallways and pathways clear <u>Goal 2 Objectives</u> a) Train staff on response actions during a power outage <u>Goal 3 Objectives</u> a) Develop a continuity of education plan for both short- and long- term power outages b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences. b) Based on the assessment determine areas for improvement and implement steps to improve c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting. d) To prevent injury, ensure staff and students keep hallways and pathways clear <u>Goal 2 Actions</u> a) Provide training to staff on responding during a power outage <u>Goal 3 Actions</u> a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights <u>Goal 2 Actions</u>

	a) Read any emergency power outage materials provided by administration. b) Participate and lead students in emergency drills <u>Goal 3 Actions</u> a) Develop plans to provide lessons during a power outage
DURING	
Goals:	1. Assess the situation 2. Make necessary notifications 3. Implement response actions
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures c) Work with District office for assistance needed d) Implement other emergency procedures based on the analysis <u>Goal 2 Objectives</u> a) Make notifications to the staff and students. b) Notify Superintendent's Office c) Staff provides accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations b) Contact the district office for any necessary assistance c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation <u>Goal 2 Actions</u> a) Notify staff and students of emergency procedures to implement ● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents <u>Goal 3 Actions</u> a) Ensure staff and students implement evacuation or other important emergency procedures b) Recommend staff ensure their flashlights/emergency lighting is out and available

	c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light) d) Implement accountability procedures e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits c) Take attendance. Report missing students to the principal/designee and emergency response personnel d) Continue teaching/office work if possible e) Serve in any designated position on the Incident Command Team. e) Gather any emergency lighting to have on hand. f) Provide information to principal/site admin regarding any hazards or vulnerabilities
AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> b) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u>

	a) Participate in the after-action report process. c) Participate in any determined corrective actions discovered in the after-actions process.

Air Quality & Wildfire Smoke Annex

Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:

Get Smart about Wildfire Smoke

Clear Guidelines for Schools and Wildfire Smoke

Over the last decade, devastating wildfires have ravaged communities and school districts in every corner of this state.

These massive disasters impacted tens of thousands of Californians in the communities they call home and blanketed entire regions of California with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, as we have seen over the past several years, wildfire smoke can settle in communities hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear state guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

Therefore leaders from the education, air quality, and public health communities established a working group to develop state guidance regarding air quality for California's 1,026 school districts during wildfire smoke days.

The guidelines attached to this message are intended to advance local conversations between school districts, public health officers, air districts, and the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts that haven't already addressed this issue to begin the conversation now, prior to the start of the 2019-20 school year. California's next big wildfire is not a matter of if, but when.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community, visit https://www.arb.ca.gov/app/dislookup/dislookup.php.

Thank you for your partnership on this critical issue.

Air Quality Index (Rev 7/2019)

School Air Quality Activity Recommendations

PROTECT STUDENT HEALTH DURING POOR AIR QUALITY

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit this page to learn which District serves your area: www.arb.ca.gov/app/dislookup/dislookup.php

The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies.

Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Air Quality Level

Activity	Level 1	Level 2	Level 3	Level 4	Level 5 *School districts may consider school closures based on site-by-site concerns.*
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes Sensitive individuals should remain doors.*	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hurs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.

* Sensitive Individuals include all those with asthma or other heart/lung conditions ** California Interscholastic Federation

*** To meet the conditions for approval of a waiver due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

Considerations for School Districts from CDE: Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school

Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the annual school calendar
- Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education's website at https://www.cde.ca.gov/fg/aa/pa/j13a.asp.

National School Lunch Program Meal Reimbursement:

Education Code Section 49505 allows for LEAs to submit an application for meal reimbursement during a disaster

The disaster would require a state or federal declaration for the county affected by the disaster.

The application is available on the California Department of Education's website at https://www.cde.ca.gov/ls/nu/sn/documents/disastermealapp.doc.

Guidance for Families When Schools are Closed:

- Stay indoors
- Keep doors and windows closed
- Consult a Physician if you have concerns about your child's health

FUNCTIONAL ANNEXES

MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES

FUNCTIONAL ANNEX A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

ON-SITE EVACUATION

Definition

Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least two viable evacuation routes, a primary and secondary <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area

	e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe e) Be familiar with special needs evacuation plans (See Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications. 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate d) Call 9-1-1 if necessary e) Notify Superintendent's Office f) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> d) Implement evacuation procedures e) Ensure every student and staff members is accounted for f) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation <u>Goal 2 Actions</u> a) Make notification to staff and students ● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary ● The signal for Evacuation is the fire alarm (bell or horn signal)

- If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
- If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
- Provided time is available, make an announcement over the public address system:
- ***Announcement Example:*** ""Attention please. We need to institute an Off-Site Evacuation Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with evacuation directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation.

<u>Goal 3 Actions</u>

a) Ensure staff and students evacuate
b) Implement accountability procedures
c) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team
d) Activate Reunification Plan if necessary

STAFF ACTIONS:

<u>Goal 1 Actions</u>

a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

<u>Goal 2 Actions</u>

a) Provide accountability report to Incident Command/administration
b) Provide a report of any hazards or situations that need attention to Incident Command/administration

<u>Goal 3 Actions</u>

a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
b) Consider persons with special needs
   - *To evacuate individuals using crutches, canes or walkers*
     - Evacuate these individuals as injured persons
     - Assist and accompany to evacuation site, if possible -OR-
     - Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR-
     - Help carry individual to safety
   - *To evacuate individuals using wheelchairs*
     - Give priority assistance to wheelchair users with electrical respirators

	○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given. f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position. h) Participate in the reunification process, if necessary
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	al 1 Objectives a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement. **STAFF ACTIONS:** Goal 2 Actions a) Participate in the after-action report process. b) Participate in any determined corrective actions discovered in the after-actions process.

OFF-SITE EVACUATION

Definition

Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.) c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits

	d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe. e) Be familiar with special needs evacuation plans (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Work with District office for assistance needed c) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate b) Call 9-1-1 if necessary g) Notify Superintendent's Office h) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation procedures b) Ensure every student and staff members is accounted for. c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation <u>Goal 2 Actions</u> a) Make notification to staff and students

- The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
- The signal for Evacuation is the fire alarm (bell or horn signal)
- If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
- If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
- Provided time is available, make an announcement over the public address system:

Announcement Example: "Attention please. We need to institute an evacuation of all buildings. Teachers are to take their students to their designated Assembly Area. Students, please remain with your teacher."

- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with evacuation directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation

<u>Goal 3 Actions</u>

a) Ensure staff and students evacuate
b) Implement accountability procedures
c) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team

STAFF ACTIONS:

<u>Goal 1 Actions</u>

a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

<u>Goal 2 Actions</u>

a) Provide accountability report to Incident Command/administration
b) Provide a report of any hazards or situations that need attention to Incident Command/administration

<u>Goal 3 Actions</u>

a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
b) Consider persons with special needs
   - *To evacuate individuals using crutches, canes or walkers*
     - Evacuate these individuals as injured persons
     - Assist and accompany to evacuation site, if possible -OR-
     - Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR-
     - Help carry individual to safety
   - *To evacuate individuals using wheelchairs*

	○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>al 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Structured Reunification

Comprehensive Reunification Plan is available in Functional Annex B

Definition

Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

Shelter-In-Place

Definition

Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. Shelter-in-place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while Shelter-in-place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

BEFORE	
Goal:	1. Coordinate with local fire to develop viable Shelter-In-Place procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Pace, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place b) Determine accountability procedures c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Shelter-In-Place procedures b) Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place c) Ensure staff are familiar with special needs planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations

	c) Be familiar with Shelter-In-Place areas and procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Shelter-In-Place procedures quarterly b) Participate and lead students through Shelter-In-Place drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Shelter-In-Place response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs b) Work with District office for assistance needed c) Implement Shelter-In-Place procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Shelter-In-Place b) 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement Shelter-In-Place procedures b) Shut down HVAC system, as necessary c) Ensure every student and staff members is accounted for d) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation <u>Goal 2 Actions</u> a) Make notification to staff and students ● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary ● The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System ● If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container ● Make an announcement in person directly or over the public address system: ● ***Announcement Example:*** *"Attention please. We have a hazard in the community and are instituting Shelter In Place procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."* ● *To alert visually impaired individuals* ○ Announce the type of emergency

	○ Offer your arm for guidance ○ Tell person where you are going, obstacles you encounter ○ When you reach safety, ask if further help is needed ● *To alert individuals with hearing limitations* ○ Turn lights on/off to gain person's attention -OR- ○ Indicate directions with gestures –OR- ○ Write a note with evacuation directions b) Call 9-1-1 if necessary c) Notify the Superintendent's Office of situation <u>Goal 3 Actions</u> a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards b) Make arrangements for central HVAC shutdown, as necessary ● Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system c) Implement accountability procedures remotely **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter b) Provide a report of any hazards or situations that need attention to Incident Command/administration <u>Goal 3 Actions</u> a) Immediately clear students from the halls. Stay away from all doors and windows b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance c) Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine e) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u>

	a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Secure Campus

Incident/Threat Off Campus – School Takes Precautionary Measures

Definition

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community, or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

Secure Campus is intended to prevent a potential community threat from entering campus

- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for any reason
- Requires that students and staff remain in Secure Campus status until ALL CLEAR is issued by administration

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- Police activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN in which case, instruction immediately ceases, and students and staff follow LOCKDOWN procedures.

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local law enforcement to ● Ensure an effective Secure Campus response ● Determine strategies for accounting for all students and staff ● Determine effective rooms/areas to use in Secure Campus situations ● Determine strategies law enforcement will use to keep the campus safe ● Determine strategies recommended by law enforcement for staff to take b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u>

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus <u>Goal 3 Objectives</u> a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to ● Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown ● Determine rooms/areas best suited for Secure Campus situations ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response ● Develop accountability procedures which will work for law enforcement and the campus ● Consider the different types of hazards that might require Secure Campus b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus b) Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown d) Be familiar with the accountability procedures

	e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Campus procedures quarterly b) Participate and lead students through Secure Campus drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Secure Campus response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs. b) Work with District office for assistance needed. c) Implement Secure Campus procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Secure Campus b) Notify 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus <u>Goal 3 Objectives</u> a) Implement Secure Campus procedures b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students ● The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary ● The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff ● If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the announcement for the Secure Campus and then tell staff to check their emails for more details ● The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System ● Include details such as: ○ Calmly walk to or remain in school buildings ○ Lock all exterior doors ○ Close blinds ○ Continue the education process ● Make an announcement in person directly or over the public address system:

- *Announcement Example: "Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff please check your email periodically for more information."*
  -REPEAT-
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation. Ask for assistance as needed.
d) If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

Goal 3 Actions

a) Designate assigned individual to close all entrance and exit points on the campus perimeter
b) Designate assigned individual to lock all doors leading into administration building and other common areas
c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside
d) If law enforcement is on campus, they may be able to provide escort for a in-person check to ensure all classrooms are securely locked
e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)
f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown
g) If students are out at break, recess, or lunch and situation is deemed imminent, announce Secure Campus status and ask that all students return to assigned classrooms immediately
h) Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
i) After the emergency has been neutralized, initiate All Clear

STAFF ACTIONS:

Goal 2 Actions

j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside
k) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

a) Move to the door and instruct any passing students to return to assigned classroom immediately
b) Close and lock the door
c) Continue class instruction or activity as normal
d) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions

	e) Be alert to the possibility that response may elevate to LockDown f) Do NOT call office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room g) Wait for another action or, if All Clear is issued, return to normal class routine **Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE or Other Activity)** <u>Goal 3 Actions</u> a) Gather students together and organize into an orderly formation b) Inform students that as part of Secure Campus procedures, the class will move immediately to a pre-determined classroom location c) Proceed to on-campus shelter location as quickly as possible d) Once inside, take attendance to ensure all present students are accounted for e) By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students f) Implement all classroom policies and procedures for Secure Campus status g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander h) Wait for another action or, if All Clear announcement is issued, return to normal class routine
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Lockdown

Threat of Violence on Campus/Immediately off Campus

See also Active Shooter and Other Active Assailant Procedures

Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will put students and staff in jeopardy. Lockdown is used to prevent intruders from entering occupied areas of the building. The concept of Lockdown is no one in, no one out. All exterior doors are locked, and students and staff must always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:

- Law Enforcement is aware of the situation
- Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening

This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives a) Meet, train and drill with local law enforcement to: ● Ensure an effective Lockdown and Active Shooter/Armed Assailant response ● Determine strategies for accounting for all students and staff ● Determine effective rooms/areas to use in Lockdown situations ● Determine strategies law enforcement will use to keep the campus safe ● Determine strategies recommended by law enforcement for staff to take during Lockdown situations b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command Goal 2 Objectives

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown <u>Goal 3 Objectives</u> a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to: ● Ensure the agency and responders know the standardized language and when they should call for a "Lockdown" rather than a "Secure Campus" ● Determine rooms/areas best suited for Lockdown situations ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response ● Develop accountability procedures which will work for law enforcement and the campus ● Consider the different types of threats that might require Lockdown ● Procedures for All Clear in Lockdown situations b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as much information as possible in order for an effective response without causing undue panic b) Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning for emergencies (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally

	appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures d) Understand the difference between a Lockdown and a Secure Campus e) Be Familiar with Active Shooter/Armed Assailant procedures f) Be familiar with the accountability procedures g) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Lockdown procedures quarterly b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Lockdown response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Lockdown b) If available, work with law enforcement, and other responders to determine Lockdown needs c) Work with District office to obtain needed assistance d) Implement Lockdown procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Lockdown b) Notify 9-1-1 c) Notify Superintendent's Office. d) Staff provide accountability report and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown <u>Goal 3 Objectives</u> a) Implement Lockdown procedures b) If safe to do so, ensure every student and staff members is accounted for
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students ● The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus ● Make an announcement in person directly or over the public address system:

- Announcement Example: "Attention please. We have an emergency situation and must implement Lockdown procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement"
- If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms
- All staff should put life safety as priority and only engage in communications if they are in a secure area AND
  - Know where the threat is and/or can describe to law enforcement how get to the threat
  - Can describe the perpetrator(s)
  - Are in dire need of medical services
  - With someone in dire need of medical services
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with directions

b) Call 9-1-1 if necessary
- Provide as much information about the situation/threat:
  - Location
  - Description: clothing, age, etc.
  - Weapons

c) Notify the Superintendent's Office of situation. Ask for assistance as needed.

Goal 3 Actions

a) Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so

b) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office

c) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked

d) Provide master key to law enforcement if they don't already have one or do not have access to the Knox box.

e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response

f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately

g) After the emergency has been neutralized, initiate All Clear per procedures developed

STAFF ACTIONS:

Goal 2 Actions

a) Provide accountability report to Incident Command/administration, if safe to do so. This will be provided remotely (email or phone), in order for all individuals to remain inside

	b) All staff should put life safety as priority and only engage in communications if they are in a secure area AND
	  ○ Know where the threat is and/or can describe to law enforcement how get to the threat.
	  ○ Can describe the perpetrator(s).
	  ○ Are in dire need of medical services.
	  ○ With someone in dire need of medical services.
	<u>Goal 3 Actions - Inside buildings</u>
	a) Move to the door and instruct any passing students to return to assigned classroom immediately
	b) Close and lock the door
	c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions.
	d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom
	e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible
	f) Close any shades and/or blinds if it appears safe to do so
	g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement
	h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic
	i) The only reason individuals in the classroom should use a phone is to provide information on the following:
	  ● Location of the perpetrator
	  ● Can describe the perpetrator
	  ● Someone in the area needs ***immediate*** medical assistance
	j) If safe to do so, monitor email, texts and/or website for updated information
	k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door
	l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity
	m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements
	n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so
	o) Wait for another action or, if All Clear is issued, return to normal class routine
	
	<u>Goal 3 Actions – If Outside Buildings</u>
	a) Staff will determine the best course of action, based on the location of the threat. Staff may:
	  ● Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given
	  ● Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them

AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u>

	a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Drop, Cover, Hold On Procedure

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Duck, Cover and Hold On is the action taken during an earthquake to protect students and staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses 2. Provide developmentally appropriate training to familiarize students with emergency responses 3. Implement mitigation strategies to prevent injury from flying and falling objects
Objective(s):	<u>Goal 1 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies <u>Goal 2 Objectives</u> a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods <u>Goal 3 Objectives</u> a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills. c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Be familiar with the Incident Command System and designated role on the Incident Command Team. b) Follow the Chain of Command during emergency situations. c) Be familiar with Drop, Cover and Hold-On procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification. f) Participate and lead students through Drop, Cover and Hold-On drills. g) Be familiar with special needs emergency planning (Functional Annex E) <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices
DURING	
Goals:	1. Make proper notifications. 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Make notify to staff and students to Drop, Cover and Hold-On b) Call 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Make notification to staff and students ● In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On ● During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System ● The following announcement will be made over the public address system and by teachers in classrooms: ● *<u>Announcement Example</u>: "Attention please. We are experiencing seismic activity. For your protection, follow Duck, Cover and Hold On procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions"* ● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris

	b) Call 9-1-1 if necessary c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage <u>Goal 2 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <u>Goal 3 Actions</u> a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures b) Implement accountability procedures c) If there is evidence of a gas leak, designate someone to turn off gas valves d) Activate the Incident Command Team, if necessary ● Search and Rescue ● First Aid/Medical ● Reunification Team e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe f) Implement Reunification Plan as necessary (See Functional Annex B) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Provide accountability report to Incident Command/administration. b) Provide a report of any hazards or situations that need attention to Incident Command/administration. c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command <u>Goal 2 Actions</u> a) Determine the need for evacuation or other emergency actions by quickly assessing the situation b) Notify Incident Command of any assistance needed to perform emergency actions <u>Goal 3 Actions – Inside Buildings</u> a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris f) If Incident Command Team is activated, fill designated position g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible.

	h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official. <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area d) If Incident Command Team is activated, fill designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REUNIFICATION PLAN

FUNCTIONAL ANNEX B

REUNIFICATION PLAN

Purpose

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. if an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

NOTE: For brevity, this plan will refer to "parents," which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

Situation and Assumptions

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process.
Parents/guardians may be emotional when arriving at the school.
While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency.
Staffing may be limited; some duties may need to be modified based on the amount of staffing available.
District office staff may need to assist with the reunification process.

Disclaimer

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has

been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

Concept of Operations

General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
    - The Assembly Area, which will be where students can wait for their parents/guardians
    - The Request Gate where parents/guardians fill out reunification documentation and provide identification
    - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
    - The Reunification Area where parents/guardians, will be escorted to and reunified with their student
    - The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

Basic Operations

- **Assembly Area**: Managed by Assembly Area Leader**.** Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader**.** When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

On-Scene Parent Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains
- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma

- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

End of Operations

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

Reunification Considerations General

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the District Office?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

Administration and Support

Reporting

Need for student/parent reunification should be reported to the district office and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include pre-determined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures

TWO-GATE REUNIFICATION

With Reunification Taking Place AT RELEASE GATE

This type of reunification is recommended when there are NO injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ◻ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICATION SAFETY CONCERNS

- ◻ Secure area against unauthorized access. Mark gates with signs
- ◻ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ◻ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ◻ Put on vest, badge, or position identifier
- ◻ Assign volunteers to assist
- ◻ Set up tables at the Request Gate and Release Gates
- ◻ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ◻ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ◻ Set up Release Gate outside away from the Request and Assembly areas
- ◻ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ◻ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

REQUEST GATE

- ◻ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ◻ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ◻ Ask Parent to proceed to the Release Gate
- ◻ File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ◻ Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**
- ◻ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form
- ◻ **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader

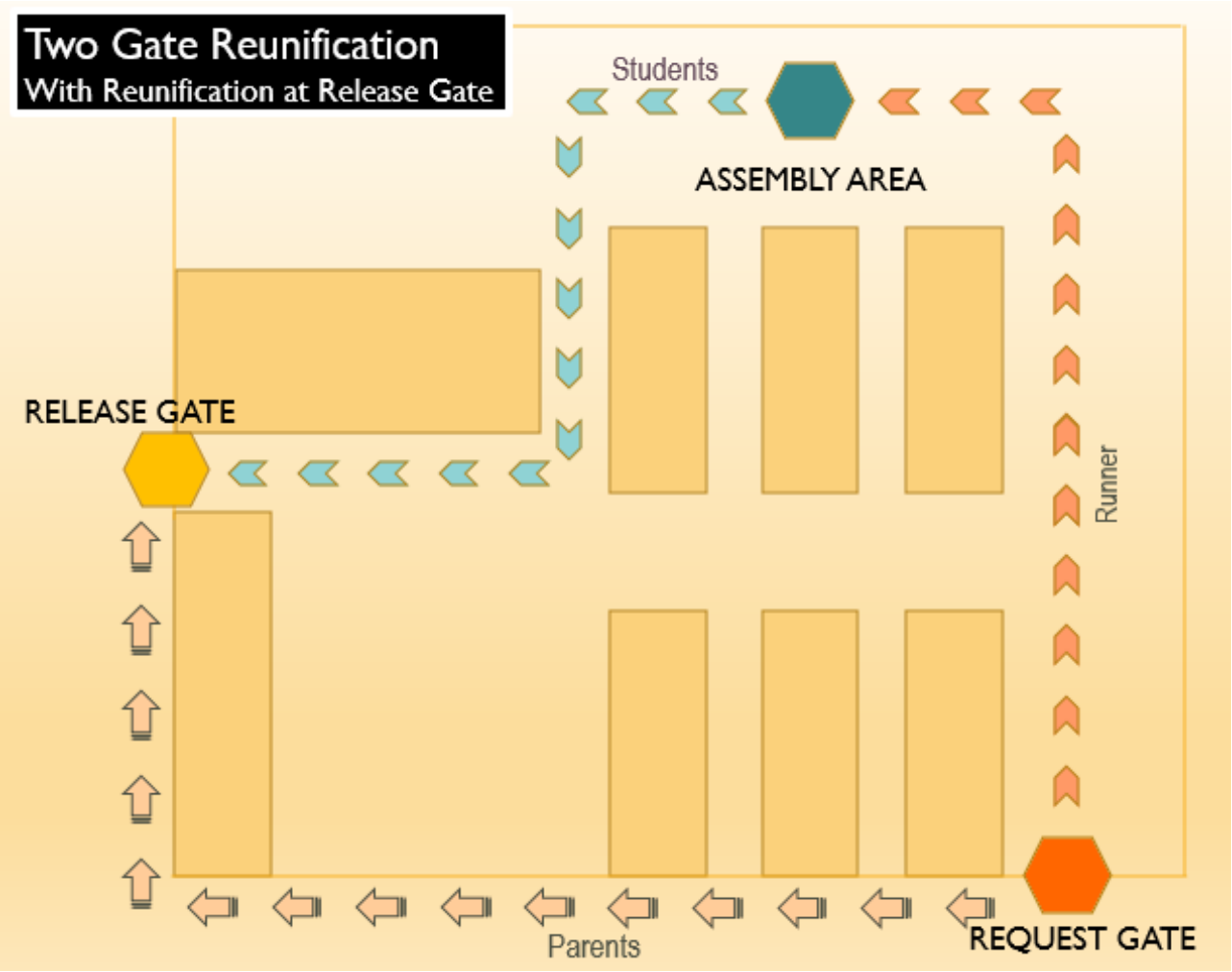
- Teacher/Staff marks box, “Sent with Runner”
- Runner walks student to Release Gate
- Runner hands paperwork to Release Staff
- Release Staff verifies student ID and concludes release process to Parent/Guardian

- **IF STUDENT IS NOT IN ASSEMBLY AREA**

  Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form
    - “Absent” if student was not in school that day
    - “First Aid” if student is known to be receiving Medical Treatment
    - “Missing” if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Release Gate Leader
  - Release Gate Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

RELEASE GATE

- Runner provides form to Release Gate staff who check Parent ID again
- Release Gate staff document student release
- Parent signs student out, then immediately departs the area with student to reduce congestion


Two Gate Reunification
With Reunification at Release Gate
Students
ASSEMBLY AREA
RELEASE GATE
Runner
Parents
REQUEST GATE

TWO-GATE REUNIFICATION

With INTERNAL Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area. The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ◻ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICATION SAFETY CONCERNS

- ◻ Secure area against unauthorized access. Mark gates with signs
- ◻ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ◻ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ◻ Put on vest, badge, or position identifier
- ◻ Assign volunteers to assist
- ◻ Set up tables at the Request Gate and Release Gates
- ◻ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ◻ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ◻ Set up Release Gate outside away from the Request and Assembly areas
- ◻ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ◻ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews
- ◻ Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate
- ◻ Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

NOTIFICATION AREA SET-UP

- ◻ Private area with individual rooms, and external private access to transportation of premises, if possible
- ◻ Power supply and Internet access
- ◻ Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- ◻ Telephone to communicate with outside agencies and area hospitals
- ◻ Counselors and/or trained mental health professionals to provide notification and support to families
- ◻ Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased

- ☐ Water and snacks

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Have staff escort parents as individuals or groups to the reunification area
- ☐ If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- ☐ File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent.
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
    - "Absent" if student was not in school that day
    - "First Aid" if student is known to be receiving Medical Treatment.
    - "Missing" if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Reunification Area Leader
  - Reunification Area Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

REUNIFICATION AREA

- ☐ Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- ☐ Monitor flow of traffic
- ☐ Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- ☐ Double checks child's name with Student Request & Release Form
- ☐ Documents reunification on student lists or other developed method
- ☐ Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent
- ☐ If parent comes into Reunification are whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

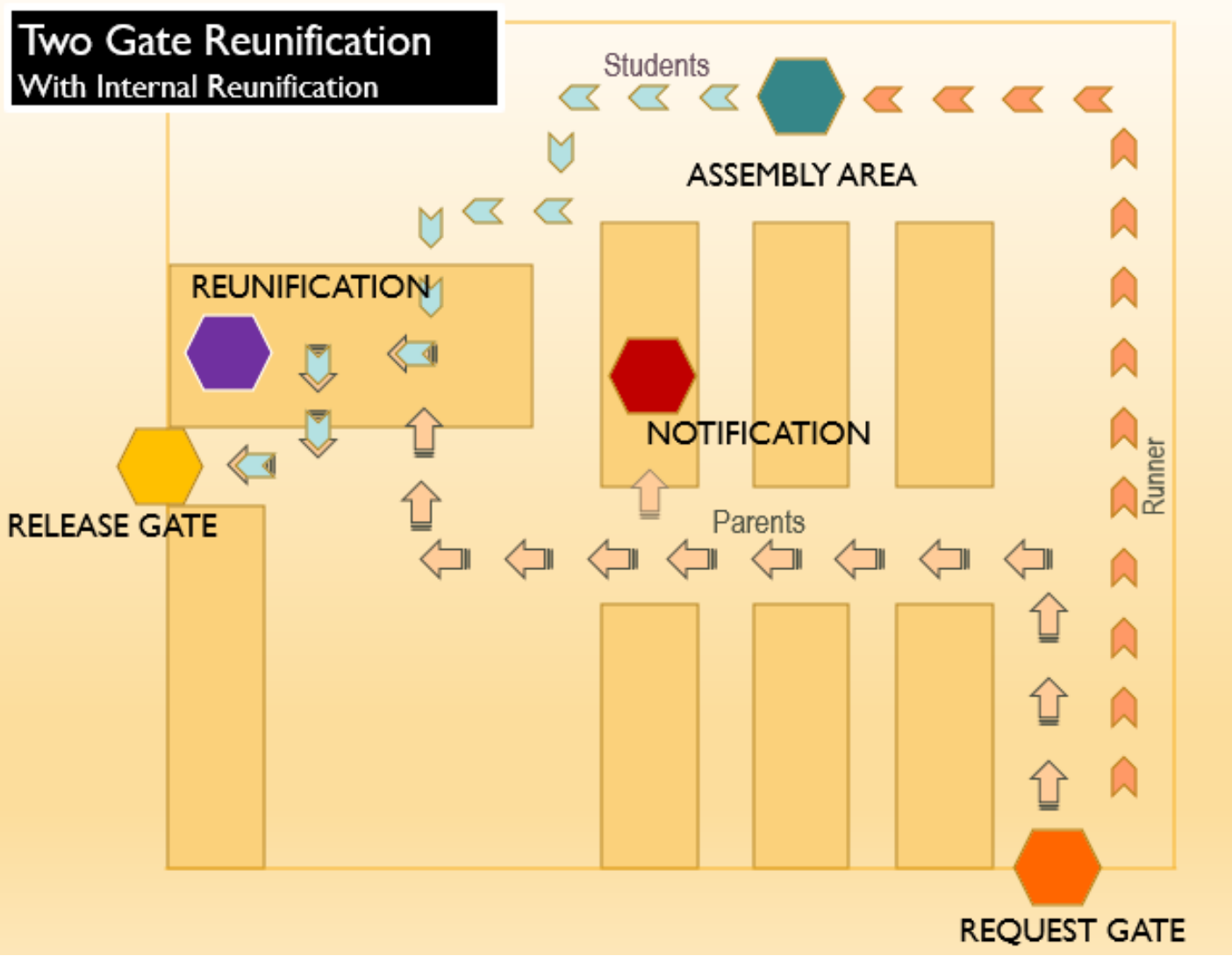
NOTIFICATION AREA

Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- ◻ Greet parents or legal guardians
- ◻ Verify the name(s) of the student(s) they are requesting
- ◻ Verify the status of the student(s) being requested
- ◻ Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- ◻ Arrange for assistance in the way of transportation, faith-based assistance, or other support.
- ◻ Assign a district employee to serve as a liaison to the family
- ◻ Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)
- ◻ Assist the parent with their trauma
- ◻ Make communication devices available to the parent/guardian means for contacting other family members and supporters
- ◻ Shelter the parent from media representatives

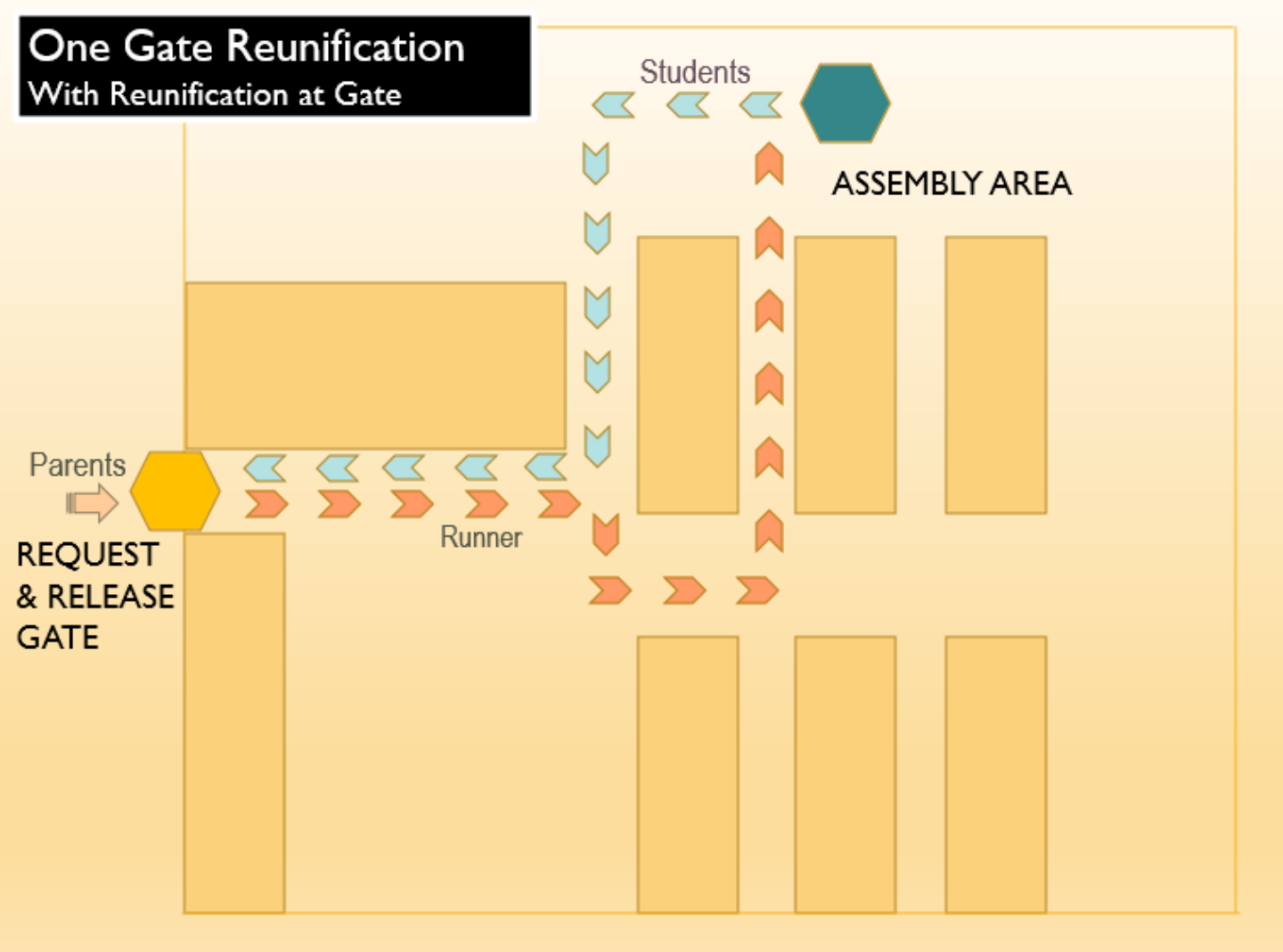
RELEASE GATE

- ◻ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ◻ Release Gate staff document student release
- ◻ Parent signs student out, then immediately departs the area with student to reduce congestion


Two Gate Reunification
With Internal Reunification
Students
ASSEMBLY AREA
REUNIFICATION
NOTIFICATION
RELEASE GATE
Parents
Runner
REQUEST GATE

ONE-GATE REUNIFICATION

This type of reunification is recommended when there are NO injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.



CLASSROOM REUNIFICATION

Classroom reunification is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

REUNIFICATION SAFETY CONCERNS

- ◻ Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.
- ◻ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ◻ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ◻ Assign volunteers to assist
- ◻ Make signs with classroom numbers and teacher's name to have at the Request Gate.
- ◻ Have Student Request & Request & Release Forms for each parent
- ◻ Provide Emergency information to each teacher in their classroom via PDF or hard copy
- ◻ No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews
- ◻ Set-up Release Gate, for double checking ID

REQUEST GATE

- ◻ Have Parent fill out student information of Student Request & Release Form
- ◻ Line parents up according to classroom
- ◻ Escort parents to classroom

REUNIFICATION AREA (CLASSROOM)

- ◻ Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods
- ◻ Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification
- ◻ Documents reunification on student lists or other developed method
- ◻ Reminds parents to have ID out for last check at the Release Gate
- ◻ Sends the Student Request & Release Form to Release Gate with parent

RELEASE GATE

- ◻ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ◻ Release Gate staff document student release
- ◻ Parent signs student out, then immediately departs the area with student to reduce congestion

OFF-SITE REUNIFICATION

Off-Site reunifications will have extensive District Office staff support.

School site staff should expect to:

- ◻ Account for students. Let Incident Commander know of any missing, injured or deceased students
- ◻ Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others
- ◻ Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site
- ◻ Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk
- ◻ Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc

Incident Commander should expect to:

- ◻ Account for students. Let Law Enforcement and District Office know of any missing, injured or deceased students
- ◻ Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible
- ◻ Be available to district office staff, to assist with reunification once at external location
- ◻ Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or a district administrator

REUNIFICATION SUPPLY CONSIDERATIONS

- ◻ Roller Boxes and/or Rubbermaid Containers for all equipment
- ◻ Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- ◻ Student Request & Release Forms
- ◻ Alpha Signs to Organize Request Lines
- ◻ Tables and Chairs
- ◻ Bull Horns
- ◻ Caution tape
- ◻ Boxes to Organize Emergency Cards and Student Request & Release Forms
- ◻ Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- ◻ Vests
- ◻ ICS Assignment Badges
- ◻ Folders and organizers for rosters, student Request & Release Forms, etc.
- ◻ Pens and markers
- ◻ Map with Release Area and Parking
- ◻ Clipboards or extra tables along line for Parents to use
- ◻ Staplers
- ◻ Duct Tape
- ◻ Painter's Tape
- ◻ Zip-lock large bags
- ◻ Radios and extra batteries

STUDENT REQUEST & REQUEST & RELEASE FORM

Parent/Guardian: **Please complete section 1 of this form**. You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.
Padres/Guardianes: **Por favor complete esa seccion1 de esta forma**. Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

PLEASE PRINT

(List siblings on the same form ONLY if they have the SAME LAST NAME)

PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES

1

STUDENT Last Name		First Name	Teacher	Grade
	1)			
	2)			
	3)			

PRINT NAME of Authorized Adult
(Must be listed as an emergency contact)

Cell Phone Number

STAFF COMPLETE SECTIONS 2 & 3

REQUEST GATE

2

Yes	No	
❑	❑	Is the person requesting the student on the Emergency Contact List STAFF INITIALS_____
❑	❑	On the Emergency Contact List paperwork, circle the name of the person picking up the student.
❑	❑	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):
❑	❑	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).
❑	❑	Staff - give this form to a “staff runner” to retrieve the student.

RELEASE GATE OR REUNIFICATION AREA

3

Yes	No	
❑	❑	Receive/get student from Assembly Area.
❑	❑	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.
❑	❑	Verify Photo I.D. again. Have them sign below to indicate where they are going next.

Signature of person releasing student to:
Firma de la persona liberando al estudiante: _____

Next Destination:
Proximo destino: _____

Staff Signature: _____ **Time of Release:** _____

NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM

Student Release Log

School Tom Hawkins School Date

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent's Office]

ABBREVIATED
AFTER-ACTION REPORT
(for small scale events and drills)

DATE:		TIME:	
SCHOOL/SITE	Tom Hawkins School	BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS	

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

Add rows to table as necessary

STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR

1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
3) Complete this form using the information gained from the Brainstorm session.
4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
5) Keep a copy of this completed form for your records.

INCIDENT COMMAND TEAM POSITION GUIDES

FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

Section: Command

Site Incident Commander

Reports to: **Superintendent (or designee)**

Staffing Characteristics: Principal or Site Administrator

Responsibility: The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response 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 Position Assignment Log as positions are staffed

- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates
- Reassign personnel as needed
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become “Disaster Service Workers” and can be deployed by the Superintendent
- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls 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, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief
- Proclaim termination of the emergency and proceed with recovery operations if necessary

Safety Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

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

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures.
- Implement Site Emergency Procedures Plan
- 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 Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Monitor drills, exercises, and emergency response activities for safety
- Identify and mitigate safety hazards and situation
- 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 Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

Public Information Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet
  - School Accountability Report
- Scissors
- School site map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Digital recorder/voice recorder

Start-Up Activities:

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander
- Consult with District's Communications Officer to coordinate information release
- Assess the situation and obtain a statement from the Site Incident Commander. 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 Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation
- Statements must be approved by the Site Incident Commander and should reflect:
    - Reassurance - “Everything’s going to be OK.”
    - 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 location, 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 and volunteers to refer all questions from media or waiting parents to the Public Information Officer**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about the incident. Correct any misinformation heard

Section: Command

Liaison Officer

Reports to:	**Site Incident Commander**
Staffing Characteristics:	**These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	

- Brief Agency Representatives on current situation, priorities, and incident action plan
- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans
- Provide periodic update briefings to Agency Representatives, as necessary

Operations Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

Special Equipment:

- Maps: See Crisis Response Box

During Event:

- 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, utilizing the position checklists
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed
- Communicate with Finance & Administration Section Chief as to whether or not there are any “missing”. If it has been determined that there are “missing” occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact “missing” individuals.
- As information is received from the Operations staff, update the Site Incident Commander
- Inform the Site Incident Commander regarding tasks and priorities
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff as needed

Section: Operations

Site Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: Custodian or others familiar with the site's facilities.

Responsibility: Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools

During Event:

- Observe the campus and report any damage by radio to the Site Command Post
- Lock or open gates and major external doors appropriate for the situation
- 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 Site Incident Commander
- Post yellow caution tape around damaged or hazardous areas
- Verify that campus gates are secured and report same to Site Incident Commander
- Advise Site Incident Commander of all actions taken for information and proper logging
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety
- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

Section: Operations

Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing "missing" occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response
- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
  - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking 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 building**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

Search & Rescue Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response
- **Each Buddy Team will consist of 3 persons**

During Event:

- **Buddy system: 3 persons per Buddy Team**
    - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation firs
    - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking 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**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Responsibility: Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs
- Request assistance from the District Crisis Response Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container
- 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 with staff trained in CISM from the District Crisis Response Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
  - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel

- Report deaths immediately to Operations Section Chief.
  After pronouncement or determination of death:
  - **Do not** move the body until directed by Site Incident Commander
  - **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 Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities 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. 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
- Keep Operations Section Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

Section: Operations

First Aid & Medical Team

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in First Aid and Critical Incident Stress Management (CISM)

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First Aid & Medical Team supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms:
  - Medical Treatment Log
  - Notice of First Aid-Care Provided

Start Up Activities:

- Obtain and wear personal safety equipment including latex gloves
- Use approved safety equipment and techniques
- Check with First Aid & Medical Team Leader for assignment

During Event:

- Administer appropriate first ai
- **Keep accurate records of care given**
- Continue to assess victims at regular intervals
- Report deaths immediately to First Aid & Medical Team Leader
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available

Buddy Teams:

- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Are

Triage Entry Area:

- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments
- Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged
- Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie

Treatment Areas ("Immediate" & "Delayed")

- Completes secondary head-to-toe assessment
- Records information on triage tag and onsite treatment records
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead

After:

- Clean up first aid area. Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

Reunification Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.

Responsibility: Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

Special Equipment:

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard
- Phone or radio to communicate with team
- Forms: to provide to team
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- Ensure signage for way-finding and instruction is posted throughout the school
- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)
- Refer to School Site Reunification Plan when necessary

During Event:

- Monitor the safety and well-being of the parents, students and staff
- Mitigate any identified problems
- Ensure team members are getting breaks
- Maintain order
- Work with security on any safety issues
- Direct all requests for information to the Public Information Officer

Assembly Area Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in managing large groups of students - Associate Principal or Administrative Designee

Responsibility: Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- If school is evacuating:
  - Verify that the Evacuation Area and routes to it are safe
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate
  - Initiate the set-up of portable toilet facilities and hand washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area
- Administer minor first aid as needed
- Support the Release Gate process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements through the Logistics Section 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 Evacuation Area (or in the buildings)
- Direct all requests for information to the Public Information Officer

Section: Operations

Request Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Pens for parents' to complete forms
- Forms:
  - Student Release Form
  - Volunteer Assignment Log

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
- **Refer all requests for information to the District's Communications Officer**
- If volunteers arrive to help, have them report to the Request Area to be registered

Reunification Procedures:

- Requesting parent or guardian 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
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box
- Runner takes form(s) to the designated classroom

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on 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 Notice of First Aid Care Given Form with the runner
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Operations Chief for verification**

Section: Operations

Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or authorized adult at the Release Gate.

Special Equipment:

- Stapler
- Pens for parents to sign Student Release Log
- Student Release Log
- Signs: Release Gate
- Empty file boxes to use for processed Student Release Forms

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Area.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**

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 Notice of First Aid Given Form with the runner.
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate
- Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Section Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification
- Parent should be notified of missing student status 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

Section: Planning & Intelligence

Planning & Intelligence Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Resource Teacher

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

Records:

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content
- Log in all written reports
  - **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**
- File all reports for reference

Student and Staff Accounting:

- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

Situation Status Map:

- Collect, organize and analyze situation information
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (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 Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

Logistics Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Equipment:

- Cargo container or other storage facility with all emergency supplies stored on site
- Forms
- Site Status Report
- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed
- Review staff roster and begin call-back, as required

During Event:

- Maintain security of cargo container, 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
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies

Section: Finance & Administration

Finance & Administration Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards. Office staff.

Responsibility: Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment::

- None

During:

- Receive, record, and analyze Student Accounting Forms
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically
- **Report missing persons and site damage to Planning & Intelligence Section Chief**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- 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
- Determine process for tracking purchases
- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

INITIAL DAMAGE ASSESSMENT

FUNCTIONAL ANNEX D
CONDUCTING AN INITIAL DAMAGE ASSESSMENT

Initial damage assessment – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School Tom Hawkins School			DATE:	
Buildings Damaged				
Space is (check all that apply)				
□ Not usable	□ Usable	□ Wet/Damp	□ Dry	□ Unknown
Utilities are operational (check all that apply)				
□ Phone	□ Internet	□ Electrical Power	□ Water	□ Sewer
Ceiling (e.g wet, sagging, collapse)				
Walls (e.g. cracks, watermarks, soot)				
Floor/Carpet (e.g. wet, burnt, torn, mildew)				
Water Leaks (e.g. from roof, through walls, windows)				
Doors/Windows (e.g. broken locks, hinges, awnings)				
Fixtures (e.g. electrical outlets, lighting)				
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)				

Other

Evacuation Planning for Special Needs

FUNCTIONAL ANNEX E

For People with Disabilities and Special Needs

Tom Hawkins School uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

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General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
    - Self
    - Self with device
    - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
    - Who
    - What
    - Where
    - When
    - How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal "as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability." Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal's behavior poses a direct threat to the health or safety of others.
- The animal's presence would result in a fundamental alteration to the nature of a business or a state or local government's program or activity.
- The animal would pose an "undue hardship" for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person's evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ , for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72¨, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?
Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?
People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one’s arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?
Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?
If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?
Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?
Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?
People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person
When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People
When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?
Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAYFINDING

Is There a Usable Circulation Path?
Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System
People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies
The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
  - Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
  - Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

  Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?
Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name: _____ Room #: _____

Building (home, office, etc.): _____ Primary Phone: _____

Are Service Animals Present: Yes No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	
Earthquake:	
Flood:	
Storm:	
Attack:	
Other (specify):	

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs *not* obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

ORIENTATION/WAYFINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision *not* obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed? _____

How will the assistant(s) be contacted in an emergency? _____

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			
Assistant 5			

Assistant 6			

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

Opioid & Fentanyl Overdose Prevention

FUNCTIONAL ANNEX F

TOM HAWKINS SCHOOL PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Tom Hawkins School's primary goal in the fight against opioids and fentanyl use is prevention.

Tom Hawkins School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person′s name.
- If this doesn′t work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person′s upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Tom Hawkins uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Comprehensive School Safety Plan

2024 - 2025

Anthony C. Traina Elementary School
Jefferson Elementary School District

Nico Sandoval, Principal
4256 Windsong Drive
Tracy, CA 95377
(209) 839-2379

The Comprehensive Safe Schools Plan was last updated on:
February 24, 2025

Board Members

Debbie Wingo
Brian Jackman
Soyeb Palya
Pete Carlson
Todd Wetherell

Superintendent

James W. Bridges, Ed.D.

NOTE: Tactical information is excluded from the public inspection document.
Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)
In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Board of Education's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)
A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the PUBLIC COPY of this plan. This document is not available for inspection on the internet.

Raising concerns, asking questions about or filing a complaint on this Comprehensive School Safety Plan
Any individual wishing to raise a concern or ask questions about this Comprehensive School Safety Plan can address these to the school principal and/or safety committee. Any individual, including a person's duly authorized representative, public agency, or organization may file a written complaint alleging a matter which, if true, would constitute a violation by the District of federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination. To file a written complaint, please follow the district's Uniform Complaint Procedures which can be found on the District's Website, Staff Handbook and Student Handbook at jsdtracy.com.

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Development of the Comprehensive School Safety Plan

EDUCATION CODE 32281 BELOW DESCRIBES PARTICIPATION OF SPECIFIC MEMBERS OF THE SCHOOL COMMUNITY IN THE WRITING AND DEVELOPMENT OF THE COMPREHENSIVE SCHOOL SAFETY PLAN.

Education Code 32281

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

THE FOLLOWING INDIVIDUALS CONTRIBUTED TO THE DEVELOPMENT OF THIS COMPREHENSIVE SCHOOL SAFETY PLAN:

TITLE	NAME
Principal/Designee	Nico Sandoval
Certificated Employee	Carol Outland, Rita Lassell
Parent	Jennifer Dow Rowell, Kulbir Atwal
Classified Employee	Lupe Madrid
Law Enforcement Agency (Consult)	Tim Brown
Fire Department (Consult)	Tim Spears
Other First Responder (Consult)	
Student (Optional/Recommended)	
Other Member (identify)	
Other Member (identify)	
Other Member (identify)	
District Representative	Jim Bridges, Superintendent

Communicating the Plan to the Public

School Site Council or Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below is the date and location this meeting was held and a description of how the public was notified of the meeting.

School Site:	Anthony C. Traina Elementary School
Date:	February 19, 2025
Location:	Anthony C. Traina Elementary School Library

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:

Notification for the School Site Council Meeting went out in our school newsletter on the following dates:

- January 24, 2025
- February 7, 2025

Minutes from School Site Council Approval of Plan

Traina School Site Council Minutes
February 19, 2025
3:30 – 4:30 p.m.

PARENTS	STAFF	STUDENTS
Vanessa Aldana	Marv Amaral	**BOLD = Present**
Kulbir Atwal	**Rita Lassell**	
Joe Coffey	**Carol Outland**	
Jennifer Dow Rowell	**Nico Sandoval**	
	Lupe Madrid	

I. Call to Order

II. Review Old Minutes
- Motion to approve: RL
- 2nd: CO
- All in favor

III. Public Comment - Presentations are limited to items not on the agenda. When you are recognized, state your name and proceed with your presentation. State law prohibits the Trustees from taking action on any item not on the agenda. No person shall speak for more than three minutes, and the total time allotted for discussion for one item shall not exceed twenty minutes. (Board Bylaw 9323)
- None

IV. School Site Safety Plan
1. Explained much of the document contains Ed. Code, Board Policy, etc. in it
2. Discussed site-specific details from the plan
    1. Drills that are regularly practiced
    2. Safety features around school site
    3. Other

c. SRO/Dare Officer Brown was present
d. Motion to approve: CO
e. 2nd: Lassell
f. All in favor

V. SPSA Goals Review
1. Tabled due to time

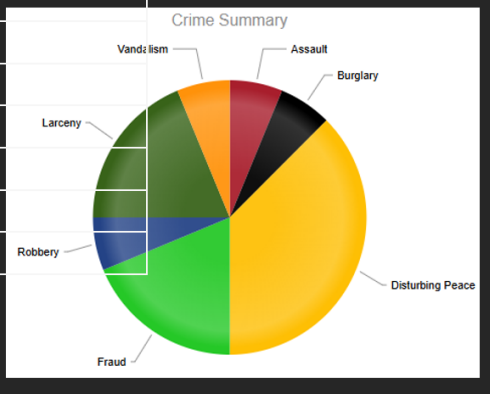
VI. Adjournment

Assessment of the Current Status of School Crime and Safety

DATA ANALYSIS

Data Source	Conclusions from Safety Committee (Administration, parents, classified, certificated, students, etc.)
Suspensions	26 (2023 – 2024 SY) This was a reduction in suspensions from the previous year.
Expulsions	0 (2023 – 2024 SY) This maintained from the previous year.
Chronic Absences	106 students (2023 – 2024 SY). 26 Students are from grades 5th – 8th while 80 students are from grade K – 4th. Younger students may be more likely to be kept home than older students when not feeling well. Younger students are also generally more likely to get sick when attending school due to a variety of reasons such as younger students still learning about covering their cough, washing hands, keeping hands to self, etc.
Law Enforcement Calls for Service Report at Site	Approximately 10 calls (2023 – 2024 SY).
Fire Inspection Report Data	Overall, the school site did well during our annual fire inspection. Traina had 2 site level "corrections required" in relation to paper covering too much of a classroom wall and an exit pathway not having enough clearance. Those 2 items were corrected immediately after receiving the information from the fire inspector. After reinspection, the school site passed inspection
290 Registrants/Sexual Offenders in area around school (Meghan's Law)	7 Registrants live within a 1-mile radius of the school address.
Community Crime data	**Neighborhood Crime Data 2024** The data below is from May 22, 2024 through November 17, 2024. The crime data is a two mile radius from Anthony C. Traina Elementary School (4256 Windsong Drive, Tracy, CA 95377). Data is from Tracy Police Department, crimemapping.com/map/ca/tracy

CRIME	NUMBER OF OCCURRENCES
Assault	1
Burglary	1
Disturbing Peace	6
Fraud	3
Robbery	1
Larceny	3
Vandalism	1



Risk Assessment

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Appropriate Programs and Strategies that Provide School Safety

Anthony C. Traina Elementary School Specific Information

Visitor Check-In Procedures

Traina uses the Identi-Kid system that requires all visitors, volunteers, and vendors to check-in through the office. Guests are issued badges that include their picture. The check-in process requests guests to utilize their government issued identification to check-in.

Gates During School Hours

There are several gates surrounding the Traina campus that remain locked during the school day including at the Kindergarten Playground, four gates located on each side of the library, a gate facing the staff parking lot and three gates that face the district office buildings/parking lot. All gates are locked during the school day. Specific gates are only unlocked for drop off and pick up. After drop off, these gates are secured until the end of the school day. After pick-up at the end of the day, these gates are again secured.

Surveillance

Traina has a series of surveillance cameras strategically placed throughout the campus. These cameras can be monitored through command.verkada.com

School Resource Officer (SRO)

The Jefferson School District has a district-wide SRO that is utilized at all the school sites to help maintain a safe environment. The SRO also teaches DARE to 5th grade students.

Valley Community Counseling (VCC)

Traina has VCC services on-site 3 days a week. The counselor and/or therapist works with students in a variety of ways (group settings, one on one, grief support, social skills, anxiety and coping strategies, etc). Students can be refered to services by a parent/guardian or a school staff member.

Positive Behavior Intervention Support (PBIS)

Traina is a PBIS school and we use a variety of strategies to promote positive behaviors. We use “Tiger Tickets” to reward positive behaviors and have a bi-weekly “Tiger Store” where students can redeem tiger tickets for different prizes.

Child Abuse Reporting Procedures

Anthony C. Traina Elementary School adheres to Jefferson Elementary School District Child Abuse Reporting procedures as follows:

Child Abuse Prevention And Reporting **AR 4141.4**

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4 Child

abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to, administrators, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (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 his/her 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. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (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. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has 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. (Penal Code 152.3, 288)

Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

Child Abuse Prevention And Reporting

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

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. (Penal Code 11165.9, 11166)

1. Child Protective Services/CFS (209) 464-4524
2. Tracy Police Department (209) 831-6550
3. Sheriff (Jefferson School) (209) 468-4400

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). (Penal Code 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: (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 shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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 Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (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. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.
(cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development) (cf. 5145.7 - Sexual Harassment)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

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 Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

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.

(cf. 1312.3 - Uniform Complaint Procedures)

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 Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

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

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

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 his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) ( ) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE | TELEPHONE ( )

C. VICTIM

One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ | *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

DISASTER PROCEDURES

Hazard and Threat Specific Procedures
can be found in the Hazard Specific Annexes

General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes

CAMPUS OVERVIEW AND MAPS

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.
Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Evacuation and Emergency Area Maps

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

OFFSITE EVACUATION ROUTE AND EMERGENCY MAP

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety using simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) which utilize the Incident Command System (ICS) as the basic response management structure.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school site council and/or school site Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by the Student Services Department.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. Education code 32280 states “It is also the intent of the

Legislature that all school staff be trained on the comprehensive school safety plan." It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation within 3 months of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

Staff Assigned to Incident Command Team

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to their principal or site administrator.

Drills and Exercises

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

The Principal/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

The California Education Code requires the following drill schedule:

ELEMENTARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each school quarter
Fire Drill (Evacuation)	11-12 times per year (based on school calendar)	Once every calendar month

MIDDLE/INTERMEDIATE SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each quarter
Fire Drill (Evacuation)	4 times per year	Once every quarter

Please note that ALL occupants at your site must participate in these drills

In addition to the drills mandated by the state listed above, the Jefferson Elementary School District recommends the following drills:

RECOMMENDED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Shelter-In-Place Drill	1 or 2	Once - twice per school year
Lockdown Drill	1 or 2	Once - twice per school year

Tabletop Exercises

Incident Command Team members should participate in Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Site administrators are encouraged to engage the staff in table-top exercises twice a year.

Drill & Exercise Compliance
School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency Drill Report form. This form is submitted at the end of the year to the Jefferson Elementary School District Student Services Department, which reviews and ensures District specific items are completed in the Comprehensive School Safety Plan Template}.

CONCEPT OF OPERATIONS

Anthony C. Traina Elementary School and Jefferson Elementary School District work under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, Anthony C. Traina Elementary School and Jefferson Elementary School District utilize the Incident Command System to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):

- **FIELD:** After a given situation, appropriate school personnel at the specific campus(es) will respond and handle the incident. This is called the Field Response.
- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site the District Emergency Operations Center (EOC), will be activated. This is the Local Jurisdiction response. Certain District personnel are members of the EOC who have training and experience to manage and coordinate the overall emergency response for the District. The functions of the EOC will support the needs of the incident via an Incident Commander/EOC Director.
- **COUNTY**: For more widespread or severe situations, such as a major earthquake or flooding, the District will contact San Diego County Operational Area for support. The Operational Area manages and coordinates information, resources and priorities among local governments and entities, such as the District and serves as the coordination and communications link between the District and regional level agencies.
- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State's Mutual Aid Program and 4) the coordination with and use of

Operational Areas. Together they create a system for local governments or entities, such as the district, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders.
As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Like SEMS, the National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:

- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.
- Provide a common standard for overall incident management.

NIMS has two basic compliance requirements that are already incorporated into SEMS.

- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.
- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities. NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 "Management of Domestic Incidents," directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

Anthony C. Traina Elementary School and Jefferson Elementary School District ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the Human Resource Department for record keeping. Campus resources are inventoried and categorized and available to campus response personnel.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.
- **Expandable and collapsible** – Reponses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section (See Incident Command Position Guides in Functional Annex C)

INCIDENT COMMAND TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

Summary of Incident Command Team Assignments

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
Safety Officer - ensures all activities are conducted in as safe a manner as possible
Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District's Communications Officer is available
Liaison Officer – serves as the point-of-contact for agencies outside of the District's organization
Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

- **Site Facility Check & Security –** lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control
- **Search & Rescue Leader and Team –** conduct search and rescue operations once accountability process has identified missing persons. It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **First Aid & Medical Leader and Team –** provide first aid and medical response including Critical Incident Stress Management (CISM). It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **Assembly Area Leader –** ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.
- **Student/Parent Reunification**
    - **Request Area** – process requests by parents or authorized adults for release of students
    - **Release Gate** – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services
Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

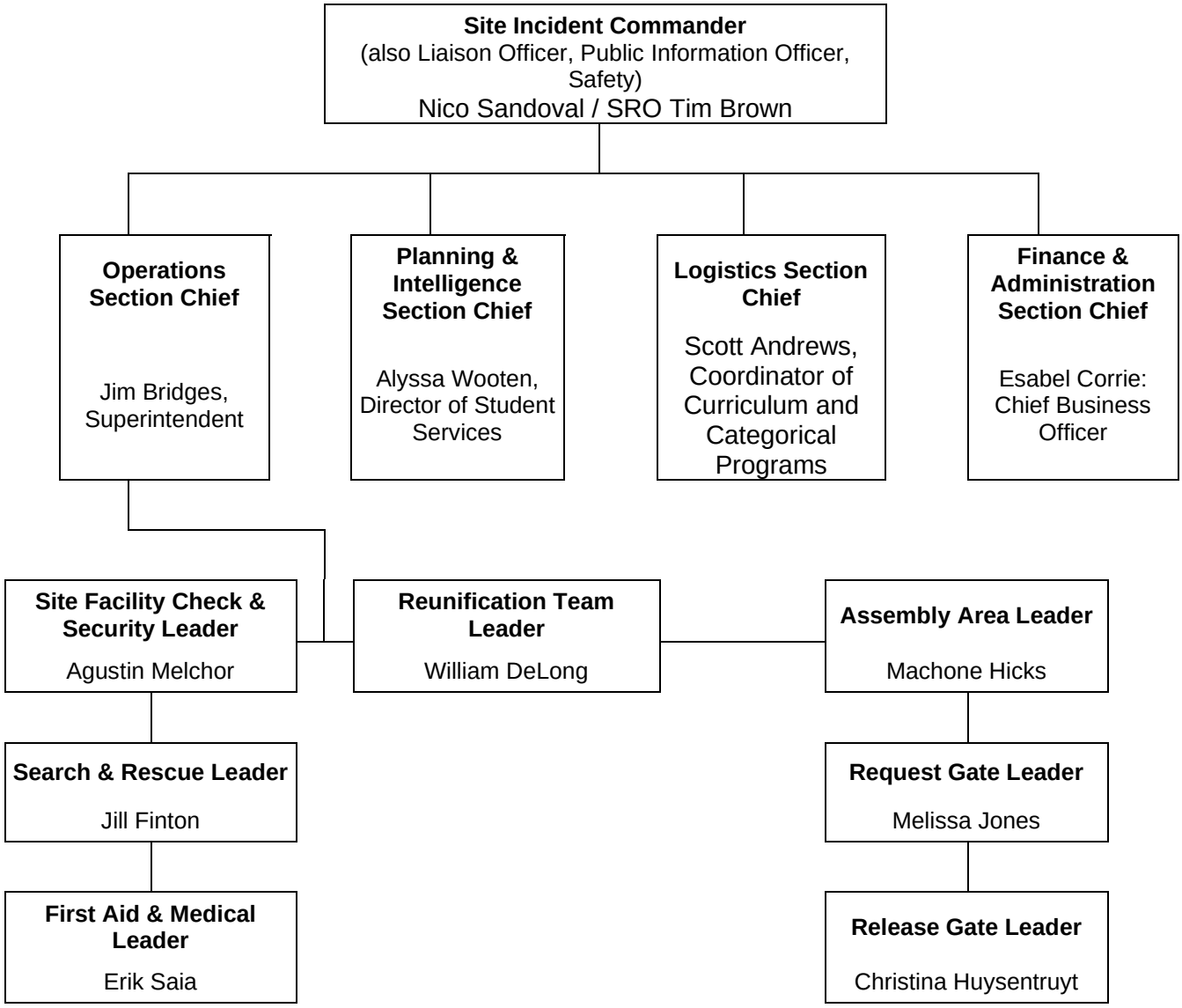
This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

UNIFIED COMMAND

Unified Command exists when two or more organizations/agencies have command authority for an incident, and they work together under a single Unified Command to manage incident response. Unified Command is an application of ICS and may be established at the field response level when more than one agency has jurisdictional responsibilities. Agencies work together through the designated members of the Unified Command to establish their designated ICs (Incident Command) (Incident Command) at the single Incident Command Post (ICP). Under Unified Command, organizations/agencies develop a common set of objectives and strategies which provides the basis for a single Incident Action Plan (IAP).

Anthony C. Traina Elementary School Incident Command Team Organizational Chart



Anthony C. Traina Elementary School Incident Command Team Personnel

Position	Personnel
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	Nico Sandoval or SRO Tim Brown
Planning Section Chief	Alyssa Wooten
Logistics Section Chief	Scott Andrews
Finance & Administration Section Chief	Esabel Corrie
Operations Section Chief	Jim Bridges
Site Facility Check & Security	Agustin Melchor
Search & Rescue: Leader	Jill Finton
S&R Team A	Stacie Infante-Rosario Alcor Garcia
S&R Team B	Julie Bogetti Nicole Callahan
First Aid & Medical: Leader	Erik Saia
First Aid Team A	Marv Amaral Brittany Mayer
First Aid Team B	Kelsey Martinez Melissa Burke
Reunification Team Leader	William DeLong
Assembly Area Leader	Machone Hicks
Request Gate Leader	Melissa Jones
Request Gate Team	Julie Bogetti Maria Nevarez
Release Gate Leader	Christina Huysentruyt
Release Gate Team	Danielle Solt Lupe Madrid

Disaster Service Worker Status

All public employees are required to take an “Oath of Allegiance” (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

California Government Code (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public district. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

Government Code 3100

> *It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.*
> *(Amended by Stats. 1971, Ch. 38.)*

OATH OR AFFIRMATION

All certificated employees shall comply with the legal requirement to subscribe to an oath or affirmation to support the institution and policies of the United States and the State of California. The oath or affirmation shall be filed with the Commission of Teacher Credentialing.

All public employees are disaster service workers. As such, before beginning employment with the district, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors. (Government Code 3100-3102)

The Superintendent or designee shall administer the above oath when district employees are hired.

Legally employed noncitizens shall be exempt from taking this oath. (Government Code 3101)

At the advice of legal counsel, the Superintendent or designee may exempt a prospective employee from taking the above oath if he/she raises a valid religious objection.

Legal Reference:

EDUCATION CODE
60 Persons authorized to administer and certify oaths 44334
Oath or affirmation
44354 Administration of oath GOVERNMENT
CODE
3100-3109 Oath or affirmation of allegiance CALIFORNIA
CONSTITUTION
Article 20, Section 3 Oath of office COURT
DECISIONS
Chilton v. Contra Costa Community College District 55 Cal. App. 3d 544 (1976) Vogel v.
County of Los Angeles (1967) 68 Cal. 2d 18, 22

Policy
adopted: October 10, 1989
reviewed: March 9, 1999
reviewed: September 11, 2001

JEFFERSON SCHOOL DISTRICT
Tracy, California

Emergency Communications

Communications before, during and after an emergency are critical. The school will use a variety of communication tools to prepare for, respond to and recover from critical incidents. Below are different tools the school will use to communicate with the different stakeholders.

COMMUNICATION TOOLS MATRIX		
MODE	**ADVANTAGES**	**DISADVANTAGES**
DISTRICT E-mail	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
Web Page Post	For parents/community. Easy, quick	Requires user to visit website
MNS Text Message	For parents/community and staff. Message can reach recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
MNS Email	For parents/community.	Requires users to update contact information (including personal e-mail) and to be able to access a device.
Staff Email	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
MNS Voice Message to all **NOT RECOMMENDED see disadvantages**	Reaches all those with phones	Requires user to listen to phone messages. The delay in reaching audiences may cause confusion as messages may be hours old.
Zoom	Able to meet virtually; large audience	Must send out link to zoom meeting; individuals must join
Social Media	Facebook, Instagram and Twitter are popular with students, message can reach recipient regardless of location.	Requires user to be a “fan” or “follower” of District/Campus sites and have access to a wireless device.
Public Announcement System	Wide broadcast; reaches outdoor	May be hard to hear on parts of campus
Fire Alarm System	Wide broadcast; easily heard	Only alarm – no voice feature.
Bullhorns	Mobile; allows for targeted messages to different geographic audiences; doesn’t require electricity or connectivity	Reaches a limited audience; time consuming

Digital Marquee	Gets message to local traffic and public before entering campus	May be difficult to post from a variety of devices.
Runners	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
Two-Way Radios	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
Cell phones	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
Landlines (analog or digital)	Good for one-to-one communication	Limited mobility.

Emergency Notifications to Campus

First priority during any emergency on school campus is to notify the staff and students in order to provide proper response procedures. The following systems will be used on-campus during an emergency to communicate response protocols:

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm	P.A. System
Duck, Cover, Hold On	P.A. System	In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	P.A. System	If P.A. system is not working, use email or written notes to classes
Secure Campus	P.A. System	
Lockdown	P.A. System	Evidence of gunfire or threat of violence on campus.
All-Clear	P.A. System	

All site occupants need to know the emergency terminology above and the actions to take for each.

Emergency Notifications to Outside Entities

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	• When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> • Delivered through multiple channels like text messages, emails, and automated phone calls • Provide clear and concise information about the situation, next steps, and a designated contact point, while emphasizing that parents should stay calm, wait for updates, and avoid coming to the school unless instructed to do so
	<u>After an emergency:</u> • Provide date and time of “all-clear” notice • Provide actions required to resume normal campus operations • Provide explanation of the resolution/conclusion of incident • Provide website, telephone number, or other sources for additional information regarding incident

Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent's Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the "Emergency Notifications" section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
District Superintendent's Office	PHONE	209-836-3388
District Facilities	PHONE	209-835-3968
District Emergency Preparedness	PHONE	209-839-3763
District Risk Management	PHONE	209-836-3388
District Transportation	PHONE	209-835-3968

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Tracy Police Department	9-1-1	209-831-6550
South San Joaquin County Fire Authority	9-1-1	209-831-6700
San Joaquin County Sherriff	9-1-1	209-468-4400
Pacific Gas & Electric	9-1-1	877-660-6789
S.J. County Hazardous Waste Disposal		209-468-3066
S.J. County Public Health Services		209-468-3400
S.J. County Office of Emergency Services		858-565-3490
Poison Control	800-222-1222	
S.J. County Animal Control		209-831-6364
Sewer		209-831-6330

Standardized Emergency Response Actions

San Joaquin County Office of Education along with all the County law enforcement partners and school districts developed standardized terminology for the most common types of actions necessary during an emergency. Standardized terminology is critical to promote understanding among all parties involved in managing an incident.

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.
See Functional Annex A for more information on Standardized Emergency Response Actions

Type	Definition
STATUS	**ALL CLEAR** communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	**LOCKDOWN** is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. • Lock the doors; • Close and lock windows, and close blinds or cover windows; • Turn off lights; • Silence all electronic devices; • Remain silent; • Use strategies to silently communicate with first responders if possible, • Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and • Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

	TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. • Move students and staff into the school's permanent buildings, on the ground floor. • Group students/staff together at the furthest point away from windows on the floor. ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck • If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EVACUATION	**EVACUATION** is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	**STRUCTURED REUNIFICATION** is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires: • Maintaining accurate information on the location of each child. • Preventing unauthorized individuals from having access to or removing children. • Verifying the identity of individuals coming to take custody of children. • Verifying each individual has the legal right to take custody the child for which they have asked. • Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

SEE FUNCTIONAL ANNEX A for more information on these standardized responses

Emergency Facilities

CONFIDENTIAL
Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.
Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the* Tracy Police Department and San Joaquin County Sherriff's Department. *(See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Emergency Supplies/Disaster Containers

Location of Emergency Supplies/Disaster Container

This site's Emergency Supplies/Disaster Container is located: in each interior hallway (D, E, F).

All Emergency Supplies Kits/Disaster Containers and their contents are the responsibility of the Site Incident Commander. The District recommends the Site Incident Commander conduct annual inspections/inventory by September 30th each year. The responsibility to inspect and replace non-operating equipment and supplies belongs with the site.

The Emergency Supplies/Disaster Container includes resources needed by the ICT during activation. The following list describes the equipment and supplies that the District recommends be included inside the Emergency Supplies/Disaster Container:

- Command Kit
- First Aid/Medical Team Supplies
- Search & Rescue Supplies
- Crisis Response Box (1 of 2 boxes. The other is kept in the main office)

EMERGENCY KIT CONTENTS

COMMAND KIT

The following items are recommended items for the Command Kit and should be located in a black duffle bag or rolling bin. The Command Kit should be kept in the main office and be available to grab and go during any emergency.

COMMAND KIT			
ITEM	UNITS	ITEM	UNITS
Portable Megaphones	1	Tissues/Tissue Packages	5
ICT Walkie-Talkies	Site Alloc.	Utility/Duct Tape	2
AM/FM Solar or Battery Powered Radio	1	Caution Tape	1
Batteries for any necessary devices (radios, walkie talkies, flashlights, lanterns).	Amount Necessary	Steno Pads	5
Lanterns	2	Safety Vests	5-10
Tarps (16x20, 10x10 or other sizes)	2-6	Pens	Amount Necessary
Pop-up Tent/Canopy	Optional	Pencils	Amount Necessary

FIRST AID & MEDICAL TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the First Aid & Medical Team Supplies and should be located in a red duffle bag or rolling bin.

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
4 x 4” compress	1000	Procedure Masks	500
8 x 10” compress	150	Sanitary Napkins	100
Gauge bandages (Kling)	500	Stretchers or backboards	2
Head Immobilizer	1	Scissors, paramedic	4
Elastic Bandages (4" x 4.5 yards)	12	Tweezers	3
Elastic Bandages (2" x 4.5 yards)	12	Triage tags	50
Triangular bandage	24	Triage Kit (Tarps, Tags, etc.)	optional
Hand/wrist splint	24	Non-Latex gloves	200
Arm splints	24	Oval eye patch	50
Leg Splint	24	Medical Tape (cloth 1" x 10 yds)	40
Steri-strips or butterfly bandages	100	Medical Tape (cloth 2" x 10 Yds)	25
Water pouches (for flushing wounds, etc)	192 (or three cases)	First Aid Books	1
Hydrogen Peroxide	10	First Aid Pocket Guide	1

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
Emergency Blankets (disposable)	50	Stretch Gauze Roll (2 x 4.1 Yds)	20
Mylar Blankets	500	Burn gel	2 bxs
Stretch Gauze Roll (3 x 4.1 Yds)	20	Ice packs	20
Bandages (3/4 x 3")	4 bxs	Eye Wash	5
Sting relief	2 bx	Iodine Swabs	2 bxs
Tourniquets	10	Antiseptic Hand Gel or Packets	4 bxs or 4 bottles

SEARCH & RESCUE TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the Search & Rescue Team kits and should be located in a rolling bin:

SEARCH & RESCUE TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
Mylar Blankets	5	Hard Hats	6-9
Adjustable Wrench 10”	1	Hammer Claw	1
Bolt Cutter	1	Leather Palmed Gloves (Pairs)	6-9
Light Sticks	1 pkg	Linesman, Plier	1
Chalk	1 bx	Locking Grip Pliers	1
Cribbing Wood	Optional	Lumber Crayons	2-4
Digging Bar/ Pry bar	1	Pipe Wrench 14” (Utility shut off)	1
Dust Masks	18	Pliers	1
Eye Guards/Safety Glasses	9	Rope	1
Grease Markers	2-4	Batteries for Flashlight	Amount necessary
Whistles	6-9	Safety Vests	6-9
Flashlights	6-9	<u>Small First Aid Kits</u> Triangular Bandages Bandages (asst.) Ice pack Gauze roll Cloth tape Tongue depressors Gauze pad Sanitary Napkin Scissors Wet-Wipe towelettes Non-latex glozes	3
D-Handle Shovel	1		
Screwdriver Set	1		
Safety Cones	Optional 3-4		
Utility Knife	1		
Steel Digging Bar	2		
Hydraulic Jack	Optional		
Wool Blanket	2		

CRISIS RESPONSE BOXES

The District recommends each site maintain two Crisis Response Boxes. State regulations require one box for the First Responder Incident Commander. The District recommends that the site maintain an identical copy for use by the Incident Command Team.

It is recommended to place the two boxes in separate areas, one in the front office near the Secretary's desk and one with the other Emergency Supplies. This provides a back-up if one area cannot be accessed during the emergency.

The Crisis Response Boxes are large file folder boxes with wheels. The boxes are clearly labeled and contain vital information needed by the ICT and First Responder Incident Commander. The following are recommended for each box:

CRISIS RESPONSE BOXES	
	Current copy of the Site Disaster Procedures (this section of the Comprehensive School Safety Plan.
	Current map of site or school layout. Map must show all buildings, classroom numbers, onsite and offsite evacuation maps.
	Most current site map (plot plans available through Facilities).
	Current roster of students and staff assigned to the site. These rosters should include information about individuals with special needs. And be available in several formats for ease of use: alphabetical, grade level, class roll and have emergency contact/release information.
	If available, a list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
	If available, current student photos or most recent class photo on external drive.
	Telephone numbers listed in order of building sequence.
	List of health concerns for students and staff.
	Staff emergency forms.
	Area maps and school maps.
	Safety vests, whistles, flashlights, batteries, pens and any other beneficial equipment.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander.

CLASSROOM EMERGENCY KIT

The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office, library, lounge, and in every classroom. The recommended items for Classroom Emergency Kit include:

CLASSROOM EMERGENCY KIT			
ITEM	**UNITS**	**ITEM**	**UNITS**
Emergency Response Procedures (located in this portion of the CSSP)	1	**First Aid Supplies (put in large zip-lock bag)**	
Soft paint brush for removing glass fragments	1	• Direct pressure compress/sterile pads	4
Disposable non-latex gloves	4-6	• Triangular bandages	5
Identification vest, sash, hat, cap or visor for each teacher and aide	1	• Assorted size band aids	1 bx
Self-Stick name tags	1 per child	• Instant cold packs	2
Safety Pins	50	• Gauze bandages rolls (2”)	4
Pens, pencils, small pad of paper	multiple	• Cloth Tape (1/2”)	1
Whistle	1	• Splints (short enough to fit in backpack)	3
Activities for students (e.g., things for children to do while waiting for parents)	multiple	• 4 x 4” gauze pads	4
Tarp or shower curtain (to sit on)	1-2	• Tongue depressors	10
Kleenex (small individual packages)	5	• Sanitary pads (for use as large dressings)	4
Pre-moistened wipes	50	• Scissors (small classroom type)	1
Room number and teacher’s name written at least 5” high on a 8 ½ x 11” piece of cardboard	1	• Flex Wrap Bandages	2

Suspension & Expulsion Policies

Anthony C. Traina Elementary School adheres to Jefferson Elementary School District Suspension and Expulsion Policies as follows:

Students BP 5144.1(a)

SUSPENSION AND EXPULSION/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.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)

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, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (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

(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student’s presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 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.

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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053- 11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board Meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or 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. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, 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. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USD 7961. Suspension and expulsion data shall be reported to the board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, students with disabilities, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

<u>EDUCATION CODE</u>
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985 35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools) 35291.5 Rules and procedures on school discipline 48645.5 Readmission; contact with juvenile justice system 48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion 48950 Speech and other communication 48980 Parental notifications
49073-49079 Privacy of student records
52060-52077 Local control and accountability plan 64000-64001 Consolidated application
<u>CIVIL CODE</u>
47 Privileged communication
48.8 Defamation liability
<u>CODE OF CIVIL PROCEDURE</u>
1985-1997 Subpoenas; means of production
<u>GOVERNMENT CODE</u>
11455.20 Contempt

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):

54950-54963 Ralph M. Brown Act
HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules
LABOR CODE
230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child
PENAL CODE
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness
WELFARE AND INSTITUTIONS CODE
729.6 Counseling
UNITED STATES CODE, TITLE 18
921 Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting
7151 Gun-free schools
UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):
80 Ops.Cal.Atty.Gen. 85 (1997)
Management Resources:
CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights:
http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Drug-Free Schools:
http://www.ed.gov/about/offices/list/osdfs

Procedures for Notifying Teachers of Dangerous Pupils

Anthony C. Traina Elementary School adheres to the Jefferson Elementary School District Procedures for Notifying Teachers of Dangerous Pupils as follows:

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.
a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section
b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.
c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

District Responsibility to Inform Teachers of Criminal History

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

a) Causing, attempting, or threatening physical injury to another;
b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
d) Committing or attempting to commit robbery or extortion;
e) Damaging or attempting to damage school property;
f) Stealing or attempting to steal school or private property;
g) Committing an obscene act or engaging in habitual profanity or vulgarity;
h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;<
i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
j) Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to $1,000 fine or both.
Such information is confidential and shall not be further disseminated. Ed. Code 49079.

If a minor enrolled in a public school (grades K-12) is found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or

battery, larceny, vandalism, or graffiti, the court must send written notice to the school superintendent within seven days. The information shall be expeditiously transmitted to any counselor who directly supervises the student and may be transmitted to any teacher or administrator with direct supervisorial or disciplinary responsibility over the minor who needs the information in order to work with the student, to avoid being needlessly vulnerable, or to protect other persons from needlessly vulnerability. Any information received by a teacher shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff and shall not be further disseminated except insofar as communication with the juvenile, his or her parents, probation officer, and law enforcement is necessary for these purposes. Welf. & Inst. Code 827 (b).

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The Anthony C. Traina Elementary School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "*" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Discrimination & Harassment Policy

Anthony C. Traina Elementary School adheres to the Jefferson Elementary School District Discrimination and Harassment Policy

STUDENTS **AR 5145.3**

NONDISCRIMINATION/HARRASSMENT

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies.
The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com or
Director of Special Education
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
nkilgore@jsdtracy.com

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 Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

4. Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex; sex characteristics; sexual orientation; gender; gender identity; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and parental, marital, and family status, including the following: (Education Code 221.6, 221.61, 234.6)

    a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

    b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

    c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

        i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

        ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

        iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

    d. A link to the Title IX information included on the California Department of Education's (CDE) website

5. By April 1, 2025, post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

6. Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)

a. The district does not discriminate on the basis of sex in any education program or activity that it operates

b. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator and/or OCR

c. The name or title, office and email address, and telephone number of the district's Title IX Coordinator

d. How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints

e. How to report conduct that may constitute sex discrimination under Title IX

f. How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the district's website.

The district shall not distribute a publication stating that the district treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

7. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5)

   Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

8. 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

9. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

   The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

10. Ensure that students and parents/guardians, including those 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

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

11. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or 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 details of guidelines the district may use to provide a discrimination-free environment for all district students.

12. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

13. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

14. 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 (Education Code 234.1)

15. 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 from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether 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, Title IX Coordinator, or principal within one workday, regardless of whether 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. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sex discrimination, including sex- based harassment, the right to initiate the Title IX grievance procedures as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

SEX DISCRIMINATION AND SEX-BASED HARRASSMENT

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when 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.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct

2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

   Any prohibited conduct that occurs off campus or outside of school-related or school- sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

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 educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

3. The conduct 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

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Examples of Sex Discrimination and Sex-Based Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sex- based harassment, under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sex-based rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator(s) may be contacted at:

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com

Notifications

To prevent unlawful sex discrimination and sex-based harassment in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, the Superintendent or designee shall ensure that a copy of the district's sex discrimination and sex-based harassment policy and regulation:

1. Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

   The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

3. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a district program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sex discrimination or sex-based harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether 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. (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.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and

male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the district and which may constitute sex-based hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, 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 intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information

   The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

   The district shall 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. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

The district shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee 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 the employee is required to disclose or report the student's information pursuant to this administrative regulation, 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 the student's status as an intersex, nonbinary, 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 student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's 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 request assistance in doing so.

2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

   The meeting shall discuss the intersex, nonbinary, 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 the student's status as an intersex, nonbinary, transgender, or gender- nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the

   student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex- segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

   To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options 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, 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 the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's 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 the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name

   A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

   However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record

   However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying board policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARRASSMENT COMPLAINT PROCEDURES

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district student, while in an education program or activity, was subjected to conduct on or after August 1, 2024, including, but not limited to, conduct that is under the authority of the district, that constitutes sex discrimination, including sex-based harassment. For conduct that occurred prior to this date, the district should utilize its policies in place at the time the alleged sex discrimination, including sex-based harassment, occurred, so long as they are in accordance with the applicable statutes and regulations.

Sex discrimination and sex-based harassment include, but are not limited to, sex-based conduct as specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably

2. Ensure that the Title IX Coordinator or designee, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent

   The investigator and the decisionmaker may be the same person as the Title IX Coordinator or designee.

3. Presume that the respondent is not responsible for the alleged sex discrimination, including sex-based harassment, until a determination is made at the conclusion of the grievance procedures

4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, such as evaluation of whether to dismiss or investigate a complaint, investigation, decision, and appeals if any

5. Establish a process that allows for the reasonable extension of timeframes on a case-by- case basis for good cause with notice to the parties that includes the reason for the delay

Additionally, the district shall not disclose personally identifiable information obtained while implementing Title IX complaint procedures unless the district has obtained prior written consent from a person with the legal right to consent to the disclosure; the information is disclosed to a parent/guardian or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue; to take action to address conduct that reasonably may constitute sex discrimination under Title IX, including sex-

based harassment, in the district's education program or activity; as required by federal law, regulations, or as a condition to a federal award; as required by state or local law; or to the extent such disclosures are not otherwise in conflict with Title IX. (34 CFR 106.44)

If either party is a student with a disability, the Title IX Coordinator or designee shall consult with one or more members, as appropriate, of the student's individualized education program or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Filing a Complaint

Upon receiving information from an allegation of sex discrimination, include sex-based harassment, the Title IX Coordinator or designee shall notify the individual(s) specified in law of the Title IX grievance procedures, and of the informal resolution process, if available and appropriate.

A *complaint* is an oral or written request that can objectively be understood by the Title IX Coordinator or designee as a request for the district to investigate and make a determination about alleged sex discrimination, including sex-based harassment. (34 CFR 106.21)

Complaints of sex discrimination and sex-based harassment may only be brought by a student, or former student, who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex-based harassment, a parent/guardian or other authorized legal representative with the legal right to act on behalf of the student, or the Title IX Coordinator or designee. (34 CFR 106.45)

If the alleged victim chooses not to bring a complaint, or withdraws any or all of the allegations in a complaint, and in the absence or termination of an information resolution process, the Title IX Coordinator or designee shall consider whether to initiate a complaint. To do so, the Title IX Coordinator or designee shall first consider the following factors: (34 CFR 106.44)

1. The victim's request not to proceed with initiation of a complaint

2. The victim's reasonable safety concerns regarding initiation of a complaint

3. The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated

4. The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence

5. The age and relationship of the parties, including whether the respondent is an employee of the district

6. The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals

7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment, occurred

8. Whether the district could end the alleged sex discrimination, including sex-based harassment, and prevent its recurrence without initiating the Title IX grievance procedures

If, after considering these factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health and safety of the complainant or another person, or that the conduct as alleged prevents the district from ensuring equal access to a district program or activity on the basis of sex, the Title IX Coordinator may initiate a complaint.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall provide the alleged victim notice of the complaint, as well as other notices as required by the Title IX regulations at specific points in the complaint process. The Title IX Coordinator shall also address reasonable concerns about the victim's safety or the safety of others, including providing supportive measures as described in "Supportive Measures" below, and taking other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district. (34 CFR 106.44)

The Title IX Coordinator or designee, investigator, decisionmaker, other person who is responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.8. (34 CFR 106.44)

The Title IX Coordinator shall monitor the district for barriers to reporting information about conduct that reasonably may constitute sex discrimination, including sex-based harassment, under Title IX, and take steps reasonably calculated to address such barriers. (34 CFR 106.44, 106.45)

Supportive Measures

Upon receipt of a report of Title IX sex discrimination or sex-based harassment, the Title IX Coordinator or designee shall offer and coordinate supportive measures. Supportive measures may vary depending on what the district determines to be reasonably available and shall not unreasonably burden either the complainant or respondent. Supportive measures shall be provided without charging a fee to the complainant or respondent and be designed to protect the safety of the complainant, respondent, and the district's educational environment, and to provide support during any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44. The district shall not impose such measures for punitive or disciplinary reasons. Supportive measures may include, but are not limited to, counseling; extensions of deadlines and other course-related adjustments; changes in class, work, housing, or extracurricular or any other activity regardless of whether there is a comparable alternative; campus escort services; modifications of class schedules; mutual restrictions on contact; changes in class locations; increased security; monitoring of certain areas of the campus; and, training and education programs related to sex-based harassment. (34 CFR 106.2, 106.44)

Unless there is an allegation of sex-based harassment or retaliation, the district may provide supportive measures without altering the alleged discriminatory conduct. (34 CFR 106.44) Upon the conclusion of any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate. (34 CFR 106.44)

The district shall provide a complainant or respondent for whom supportive measures have been implemented with a timely opportunity to seek, from an impartial employee with authority to modify or reverse the supportive measures, modification or reversal of the district's decision to provide, deny, modify, or terminate such measures, and to seek additional modification or termination of the supportive measures if circumstances materially change. (34 CFR 106.44)

The district shall not disclose information about supportive measures to any person other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless the disclosure is necessary to providing the supportive measures, or restoring or preserving a party's access to the district's education program or activity. (34 CFR 106.44)

Emergency Removal from School

A student shall not be disciplined for alleged sex discrimination, including sex-based harassment, under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an imminent and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the IDEA or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint if: (34 CFR 106.45)

1. The district is unable to identify the respondent after taking reasonable steps to do so

2. The respondent is not participating in the district's education program or activity and is not employed by the district

3. The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX

   Before dismissing the complaint, the Title IX Coordinator shall make reasonable efforts to clarify the allegations with the complainant.

4. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination, including sex-based harassment, under Title IX, even if proven

The Title IX Coordinator shall determine whether to dismiss or investigate any complaint of sex discrimination, including sex-based harassment, within 10 working days, unless such timeline is extended in accordance with this administrative regulation.

Upon dismissal, the Title IX Coordinator shall promptly notify the complainant of the dismissal and the reasons for the dismissal. Additionally, if the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator shall provide such notification to the respondent, which shall occur simultaneously to both parties if the notification is in writing. The Title IX Coordinator shall also inform the complainant, and the respondent if the dismissal occurs after the respondent has been notified of the allegations, of their right to appeal. Dismissals may be appealed on the following bases: (34 CFR 106.45)

1. A procedural irregularity that would change the outcome

2. New evidence that would change the outcome and that was not reasonably available when dismissal was made

3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

If the dismissal is appealed, the district shall: (34 CFR 106.45)

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent

2. Implement appeal procedures equally for the parties

3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint

4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations

5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome

6. Notify the parties of the result of the appeal and the rationale for the result

If a complaint is dismissed, the Title IX Coordinator or designee shall offer supportive measures as described above in "Supportive Measures" to the complainant. Additionally, the respondent shall be offered supportive measures if the complaint was dismissed because the complainant voluntarily withdrew any or all of the allegations in the complaint and the district determined that without the withdrawn allegations the conduct, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX, or if the complaint was dismissed because the district determined, after taking reasonable efforts to clarify the allegations of the complaint, that the alleged conduct would not constitute sex discrimination, including sex-based harassment, even if proven. The Title IX Coordinator shall also take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

At any time prior to determining whether sex discrimination, including sex-based harassment, occurred under the complaint procedures specified in 34 CFR 106.45, the district may offer, if it is determined to be appropriate upon receiving information about conduct that reasonably may constitute sex discrimination under Title IX or when a complaint of sex discrimination is made, an informal resolution process, such as mediation,

to the complainant and respondent. However, the district shall not offer an informal resolution process if the complaint alleges that an employee engaged in sex-based harassment of an elementary or secondary school student or that such process would conflict with federal, state, or local law. (34 CFR 106.44)

The district shall not require or pressure a party to participate in the informal resolution process, or to waive the right to an investigation and determination of a complaint as a condition of participation in the district's education program or activity, or exercise of any other right. The district may decline to offer an informal resolution process including, but not limited to, when the district determines that the alleged conduct would present a future risk of harm to others. (34 CFR 106.44)

The district may facilitate an informal resolution process provided that the district, prior to initiating such process: (34 CFR 106.44)

1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process; the right to withdraw from the informal process and resume the formal complaint process; the inability to initiate or resume complaint procedures arising from the same allegations once the informal resolution process is concluded; the potential terms that may be requested or offered in an informal resolution agreement, including that the agreement would only be binding on the parties; and the information that the district will maintain and whether and how the district could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed

2. Obtains the parties' voluntary consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

The Title IX Coordinator or designee shall ensure that the facilitator of the informal resolution process is not the same person as the investigator or decisionmaker of any ongoing or newly initiated complaint process specified in 34 CFR 106.45, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and receives training in accordance with 34 CFR 106.8. (34 CFR 106.44)
If the district facilitates an informal resolution process, the Title IX Coordinator shall, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district' education program or activity. (34 CFR 106.45)

Notice of Allegations

If the district initiates a formal Title IX investigation, the Title IX Coordinator or designee shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. Sufficient information, available at the time, to allow parties to respond to the allegations, including, to the extent available, the identity of parties involved in the incident(s), the conduct allegedly constituting sex discrimination, including sex-based harassment, and the date(s) and location(s) of the alleged incident

   Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

   If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that retaliation is prohibited

4. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of such evidence, as specified

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator or designee.

Consolidation of Complaints

The district may consolidate complaints of sex discrimination, including sex-based harassment, against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party, when the allegations of sex discrimination, including sex-based harassment, arise out of the same facts or circumstances. (34 CFR 106.45)

Investigation Procedures

The district shall provide for adequate, reliable, and impartial investigation of complaints. (34 CFR 106.45)

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present fact witnesses, and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible

2. Review all evidence gathered through the investigation and determine which evidence is relevant and which evidence is impermissible regardless of relevance

3. Provide each party with an equal opportunity to access evidence that is relevant, and not otherwise impermissible, to the allegations of sex discrimination, including sex-based harassment, by:

    a. Providing an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of such evidence

    If an accurate description is provided, the district shall, upon request of any party, provide the parties with an equal opportunity to access the relevant and permissible evidence.

    b. Providing a reasonable opportunity to respond to the evidence or to the accurate description of the evidence

    c. Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

4. Take reasonable steps to protect the privacy of parties and witnesses which do not restrict the ability of the parties to obtain and present evidence, including, by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures

5. Objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, including that credibility determinations will not be based on a person's status as complainant, respondent, or witness

6. Exclude as impermissible the following types of evidence, and questions seeking that evidence:

a. Evidence that is protected under a privilege recognized by state or federal law or evidence that is provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege

b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's or witness's voluntary, written consent for use in its grievance

   procedures

c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment

   The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The district shall ensure that the decisionmaker is able to question parties and witnesses adequately to assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. (34 CFR 106.45)

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

The investigator shall complete the investigation within 45 calendar days after the Title IX Coordinator determines to proceed with an investigation, unless such timeline is extended in accordance with this administrative regulation.

Written Decision

The Superintendent shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who may be the Title IX Coordinator or designee or the investigator so long as there is no conflict of interest or bias. (34 CFR 106.45)

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district shall: (34 CFR 106.45)

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination, including sex-based harassment, has occurred

2. Notify the parties in writing of the determination of whether sex discrimination, including sex-based harassment, occurred

The notification shall include the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The written decision shall be issued within 15 calendar days after the investigation is completed, unless such time is extended in accordance with this administrative regulation.

Appeal of the Decision

Either party may appeal the district's decision of a complaint or any allegation in the complaint. (34

CFR 106.45)

When conducting an appeal, the district shall permit a final appeal to the Governing Board using a process that is in accordance with law and otherwise consistent with the appeal process as specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Extension of Timelines

Any timelines specified in this administrative regulation may be extended by the district for good cause, with written notice to the parties. The written notice shall specify the reasons for the extension. (34 CFR 106.45)

Remedies

When there is a determination that sex discrimination, including sex-based harassment, has occurred, the Title IX Coordinator shall coordinate the provision and implementation of remedies to the complainant and other persons the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination, including sex-based harassment; coordinate the imposition of any disciplinary sanctions on a respondent described in "Disciplinary Actions" below, including notification to the complainant of any such disciplinary actions; and take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sex discrimination and/or sex-based harassment include, but are not limited to:

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

law

When an employee is found to have committed sex discrimination, including sex-based harassment, or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the district's determination of whether sex discrimination, including sex-based harassment,
occurred. (34 CFR 106.45)

Record-Keeping

The Superintendent or designee shall maintain, for at least a period of seven years: (34 CFR 106.45)

1. For each complaint of sex discrimination, including sex-based harassment, records documenting any informal resolution process or formal investigation procedures

2. For each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including sex- based harassment, records documenting the actions taken to fulfill the district's obligations as specified in 34 CFR 106.44, including supportive measures offered and implemented

3. All materials used to train district employees; the Title IX Coordinator and designee(s); investigator(s), decisionmaker(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; and any person who facilitates an informal resolution process

   The district shall make such training materials available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure340.1):

1. A record of the allegation(s)
2. A record of the investigation procedures followed

3. A record of the written determination

4. A record of the corrective action implemented, if any

5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

School-wide Dress Code Prohibiting Gang Attire

STUDENTS **AR 5132**

DRESS AND GROOMING

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Jefferson Elementary School District DRESS CODE GUIDELINES

Jefferson Elementary School District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson Elementary School District. In keeping with this philosophy of good style and taste, the following rules apply to all regular school activities:

1. Clothing should be in good repair and reflect modest taste.
2. Students are to come to school dressed for learning and for playing.
    a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months.
    b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips.
    c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed.
    d. Students are not permitted to wear knit caps or hoods in class, assemblies, or in any indoor school function. Outdoors, hats must be worn forward facing.
3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.
4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.
5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited.

Students who are considered to be in violation of the Jefferson Elementary School District Dress Code shall be referred to the principal or the designee.

a. First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.
b. Second offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the designee.
c. Third and subsequent offenses: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.

In order to discourage the influence of gangs and gang related apparel, Unauthorized Group Apparel is prohibited and the following rules shall apply:

1. Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in an unauthorized group or group is prohibited.
2. Clothing or articles of clothing (including but not limited to gloves, bandanas, shoestrings, wristbands, hats, lanyards, belts, jewelry) related to unauthorized groups that may provoke others to acts of violence are prohibited.
3. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants are prohibited.
4. Gloves, towels, suspenders or other items hanging from rear pants pockets or from belt are prohibited. Students may not wear one pant leg rolled up.
5. Excessive clothing items (2 or more) of predominately one color that symbolize unauthorized group apparel are prohibited.

Because symbols are constantly changing, definitions of unauthorized group apparel may be reviewed and updated whenever related information is received by administrators and/or school safety committee. If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel.
The following consequences will be implemented for a violation of any one of the above:

a. First Offense: Parent/guardian contact. Student sent home to change clothes or provided with alternative clothing, Confiscation of unauthorized group-related jewelry accessory, notebook etc. Possible 1-5 day suspension.
b. Second Offense: Parent/guardian conference and 1-5 day suspension.
c. Third Offense: Parent/guardian contact. Minimum of five (5) day suspension Report to law enforcement agency.
d. Fourth and subsequent offenses: Parent/guardian contact. Minimum of five (5) day suspension and recommendation for expulsion. Report to law enforcement agency.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Safe Ingress and Egress

Anthony C. Traina Elementary School Specific Information

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

Describe school procedures for creating safe ingress and egress for normal day operations.

Students can be dropped off as early as 7:30am. Students enter the cafeteria where they are supervised by school staff. At 8:00am two gates at the front of the school are opened and students are allowed to go to the blacktop/playground area of the campus that is supervised by staff. Parents/families are not allowed on campus unless they check in through the front office following proper safety procedures.

Traina Drop Off / Pick Up Map

- The car line on **Windsong Dr.** (front of school):
  - **Drop-Off of ALL Students**
  - **Pick-up for 1st – 8th graders**
  - **ONE line of cars on Windsong drive will split into two at the parking lot**
    - **Lane 1 (orange)**
    - **Lane 2 (red)**
- Parking lot on **Whispering Wind Dr.** (Pink Arrows):
  - **Pre School & Kinder Pick Up Only**

Describe school procedures for creating safe ingress and egress during an emergency situation.

During an emergency situation, families would be communicated and kept up to date with the “Parent Square” notification system. Families would check in at the request gate of the gymnasium to provide proper documents to receive student. Families would then be moved to the release gate where students would be released to the parent/guardian.

Safe and Orderly Environment

Anthony C. Traina Elementary School Specific Goals, Objectives and Action Steps

NOTES ABOUT THIS SECTION FOR SCHOOL
After conducting a comprehensive Risk Assessment and analyzing the data, school sites should develop **Goals, Objectives and Action Steps** which can be implemented throughout the year in order to improve school safety, security and emergency preparedness. Each site must include at least one (1) goal with objectives and actions steps for each of two components: **Component 1 – Positive School Environment:** People and Programs: This component focuses on creating a caring school climate, where students feel wanted and needed, they believe that their participation makes a difference and they are safe to express themselves. **Component 2 – Physical Environment:** This component focuses how the school site fosters security and safety through technology, lighting, policies, rooms and furnishings, emergency procedures, ingress/egress, environmental design, graffiti removal and other elements of the physical environment. Use the tables on the following pages to document the school goals, objectives and action steps to improve school safety. Be sure that objectives are time-specific, for example, "***By December of 2022***, the school safety committee will have reviewed the Bullying prevention curriculum and determined any needed changes."

School Mission Statement:

We take collective responsibility for ensuring all students achieve at high levels.

POSITIVE SCHOOL CLIMATE

The Board of Trustees desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)
(cf. 5145.2 - Freedom of Speech/Expression) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction and counseling designed to promote positive racial and

ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 6141 - Curriculum Development and Evaluation) (cf. 6141.6 - Multicultural Education)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

(cf. 5126 - Awards for Achievement) (cf. 5131.4 - Campus Disturbances) (cf. 5136 - Gangs)
(cf. 6142.4 - Learning through Community Service)

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Legal Reference:

POSITIVE SCHOOL CLIMATE (continued)

Legal Reference:
EDUCATION CODE
233.5 Duty concerning instruction of students 32230-32239 School violence reduction program 35160 Authority of Board of Trustees
35160.1 Broad authority of school districts

GOALS, OBJECTIVES AND ACTION STEPS FOR SAFER SCHOOL

Component 1 – Places and Programs			
Goal 1:			
By December of 2025 the goal is for 95% of students to be able to recite the core Tiger Values (Show respect, Make good choices, and solve the problem) and indicate, through a survey, their feeling of safety on the school campus. The goal is for 95% of students to feel safe on the Anthony C. Traina campus.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Jungle Jam	William DeLong	Locations around school; behavior expectations for each location
Action Step 1.a	Completed once at start of year and again in Jan./Feb.		
Action Step 1.b	Second Step Curriculum (ongoing)		
Action Step 1.c			
Action Step 1.d			
Objective 2:			
Action Step 2.a			
Action Step 2.b			
Action Step 2.c			
Objective 3:			
Action Step 3.a			
Objective 4:			

Component 2 – Places and the Environment			
Goal 1:			
By June of 2025, Anthony C. Traina will add at least one security camera to the back of the school to have better visibility of events that may happen at the end of campus or potentially any intruders who may be hopping the fence from the sidewalk area.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Install at least one security camera in the back area of the school.	Nico Sandoval	Funding to contract with security company
Action Step 1.a	Consult with district officials		
Action Step 1.b	Consult with Verkada sales reps		
Action Step 1.c	Agree to installation quote		
Action Step 1.d			
Objective 2:			
Action Step 2.a			
Action Step 2.b			
Action Step 2.c			
Objective 3:			
Action Step 3.a			
Objective 4:			

Rules and Procedures on School Discipline

Anthony C. Traina Elementary School adheres to the Jefferson Elementary School District Policies on School Discipline

Students DISCIPLINE BP 5144
(a)

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.
(cf. 5113.1 - Chronic Absence and Truancy) (cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement)

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

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

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

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

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

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

(cf. 3550 - Food Service/Child Nutrition Program) (cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)
(cf. 5131.41 - Use of Seclusion and Restraint)

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

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

(cf. 0450 - Comprehensive Safety Plan) (cf. 9320 - Meetings and Notices)

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

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

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of

students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

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

Legal Reference:
EDUCATION CODE
32280-32289 School safety plans 35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules 37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion 48980-48985 Notification of parent/guardian 49005-49006.4 Seclusion and restraint 49330-49335 Injurious objects
49550-49564.5 Meals for needy students
52060-52077 Local control and accountability plan CIVIL CODE
1714.1 Parental liability for child's misconduct CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus 353 Detention after school
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973 UNITED STATES CODE, TITLE 42
1751-1769j School Lunch Program 1773 School Breakfast Program
Management Resources:
CSBA PUBLICATIONS
Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009 CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014 WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov Public Counsel: http://www.fixschooldiscipline.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy JEFFERSON SCHOOL DISTRICT
Adopted: January 15, 2019 Tracy, California

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

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

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

a. The series of removals total more than 10 school days in a school year.

b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930

2. Knowingly possesses or uses illegal drugs

3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)
(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:
EDUCATION CODE
35146 Closed sessions re: suspensions
35291 Rules of governing board
48203 Reports of severance of attendance of disabled
students 48900-48925 Suspension and expulsion
49076 Access to student records
56000 Special education; legislative findings and
declarations 56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individualized education program teams
56505 State hearing
PENAL CODE
245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors, or stun guns Weapons

UNITED STATES CODE, TITLE 18
1365 Serious bodily injury UNITED
STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards UNITED
STATES CODE, TITLE 21
812 Controlled substances UNITED
STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504 CODE
OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially: 300.530-300.537 Discipline procedures
COURT DECISIONS
Schaffer v. Weast, (2005) 546 U.S. 549
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 U.S. 305

Management Resources:
FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
WEB SITES
California Department of Education, Special Education: http://www.cde.ca.gov/sp/se
U.S. Department of Education, Office of Special Education Programs: http://www.ed.gov/about/offices/list/osers/osep

Procedures for Conducting Tactical Responses to Criminal Incidents

Anthony C. Traina Elementary School adheres to the Jefferson Elementary School District Procedures for conducting tactical responses to criminal incidents.

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Hate Crime Reporting

Anthony C. Traina Elementary School adheres to the Jefferson Elementary School District Policies on Hate Crime Reporting

STUDENTS **BP 5145.9**

HATE-MOTIVATED BEHAVIOR

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate- motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined. The

Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.
Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Bullying Prevention Policies & Procedures

Anthony C. Traina Elementary School adheres to the Jefferson Elementary School District Policies on Bulling Prevention

STUDENTS **BP 5131.2**

BULLYING

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school- related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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 Administrative Regulation 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.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm.
Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name- calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family

and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

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.

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 Administrative Regulation 1312.3 - Uniform Complaint Procedures. 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.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether 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 such observation to the principal or a district compliance officer, regardless of whether 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 Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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.

Support Services

The Superintendent, principal, or 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. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Jefferson School District Bullying Prevention

What is bullying?

Bullying is intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and often is repeated over time. Bullying differs from conflict. Two or more students can have a disagreement or conflict. Bullying involves a power imbalance element where a bully targets a student who has difficulty defending himself or herself.

Bullying may take many forms and can include:

- picking on others
- making hurtful and racist comments
- any form of physical violence, such as hitting, pushing or spitting
- suggestive comments or other forms of sexual abuse
- forcing others to act against their will
- verbal threats of aggression against property or possessions
- using put-downs or belittling others' abilities and achievements
- using offensive names, dehumanizing, intimidating, teasing or spreading rumors about others or their families
- acts of vandalism

Who are the bullies?

Any person who aims in some way to hurt someone else by causing either physical or emotional pain is a bully. Some bullies do the hurting themselves, some are ringleaders who get others to bully on their behalf and some are members of a group. Others unintentionally encourage bullies by being onlookers when bullying occurs; they fail to intervene or report the bullying. Often bullies justify their behavior by saying they were only teasing or having fun. If the person being teased does not like it, or want it, and yet others persist with it, then it is a clear case of bullying. It is cruel and unfair behavior.

Bullying is a serious issue

Bullying is against school rules and against the law. The Jefferson School District takes bullying extremely seriously and will strictly enforce consequences for those involved. School leaders can only investigate incidents they know about. It is critical that parents, students and staff work in partnership to immediately report suspected incidents of bullying. All of us have a duty to ensure our schools are safe environments for all students. School leaders will immediately investigate reports and take action to stop bullying from occurring.

Bullying Report Form

A Bullying Report Form is available in the school office as well as on the school website. This form can be submitted to the school office and will be delivered to the principal. The principal will accept anonymous submissions, however it will make the investigation more difficult and prevent any communication about the resolution of the complaint. The school staff can also assist those who need help completing the form.

Jefferson School District Board Policy 5131.2 (a)

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 student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

California Education Code Section 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Jefferson School District
Bullying Report Form

Name of Victim:_______________________________ Grade of Victim:__________ Date of Report: ______________

Person Completing Form: ________________ ☐Victim ☐Other Student ☐Parent ☐Staff Member ☐Other

Name of Alleged Bully: _________________________

Date(s) of Incident(s): ___________________ Where did the incident(s) take place?_______________________

Name(s) of Witnesses (first, last name and grade if known)

1. ____
2. ____
3. ____

Did you previously report this incident of bullying? ☐Yes ☐No

If yes, to whom? ___________________ When? ____________________________

Please describe the incident in as much detail as possible. (Use extra sheets of paper if necessary.)

Attach any documents related to this complaint. Please submit this form to the school principal. If you need assistance completing this form, please contact the school principal.

Signature _________________________________ Date _______________________________

For Office Use Only:

Date Received: ___________________________

Response Bullying Report
Form

Report Investigated By: _____ Date(s) of Investigation _____

Investigation Notes:	
Outcome:	
Communication with (Student, parent, staff)	Date of Communication

Jefferson School
District Bullying
Prevention
Activities

Activity	Expected Completion Date	Date Completed
Students Handbook with bullying policy delivered to all students.	First week of school	
District and school websites updated with bullying prevention and report form	As updated	
School Staff trained on Bullying Prevention Program including: • District policy/law overview • Bullying definition • Bullying Report Form • How to intervene to stop bullying and the responsibility to do so • Strategies to maintain a safe school environment School Staff includes teachers, custodians, secretaries, aides, campus aides and all other staff who will work with students. District will be responsible for training substitute teachers, bus drivers, food service and maintenance staff.	First Month of School	
Students trained on Bullying Prevention Program including: • District policy/law overview • Bullying definition • Bullying Report Form • What to do if you witness bullying • What to do if you are being bullied	First Month of School	
Parents informed of Bullying Prevention Program including: • District policy/law overview • Bullying definition • Bullying Report Form • The importance of partnering with the school to prevent bullying	First Month of School	

Outside Agency Use of Facilities

Jefferson Elementary School District values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. The District has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below, and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with the District wishing to use school facilities for disaster services prior to any need, the District will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the Business Services Department, 209-839-3762 to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the Business Services Department, 209-839-3762 immediately for assistance and guidance.

HAZARD/THREAT SPECIFIC ANNEXES

OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

ACTIVE SHOOTER / ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

BEFORE	
Goal:	1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Identify and correct/improve: • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Achieve consistent implementation district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines c) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Conduct a Risk Assessment to determine school site’s vulnerability to a shooter/assailant b) Implement “doors locked even when open” policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Assess current practices on threat assessment and management, identify gaps, and implement measures to assure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines f) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor or staff badge <u>Goal 2 Actions</u> i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor badge <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
DURING	
Goal:	1. Prevent an armed intruder from gaining access to potential victims 2. Alert law enforcement as soon as possible

	3. Gather and provide accurate and actionable information to law enforcement, the district, and school staff in lockdown
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate <u>Goal 2 Objectives</u> a) Alert law enforcement b) Activate district Incident Command Team <u>Goal 3 Objectives</u> a) Gather information on the shooter and provide to law enforcement • Last known location • Physical description • Weapons observed b) Gather information on the location of injured, and their condition, and provide to law enforcement c) Gather information on the location and names of staff, students, and visitors in lockdown d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means) e) Direct staff and students who have left campus to the reunification area
Courses of Action:	**ACTIONS – ALL SCHOOL STAFF** <u>Goals 1 Actions</u> a) **Initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible • *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now."* <u>Goal 2 Actions</u> b) If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1. • Provide as much information as possible (slow down – be calm): o State the emergency: "I hear gunfire." "I saw..." o Give information on people who are wounded o Location of the assailant (if known) o Description of the assailant (if known) o Your precise location: "room __" o The number of children with you • Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call c) All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur d) **Act immediately** if you or your students: o hear a sound that <u>might be</u> gunfire

- see something that looks like a weapon being carried or used on or near the campus
- sense any other indication of active shooter / armed assailant threat.
- **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students
- **Be decisive.** Communicate your plan to your students and act quickly.
- **Call 911 and the School Office** as soon as it is safe to do so

e) Options: *Run, Hide or Fight*

- **Run:** If you can get yourself and your students safely away from danger, do so immediately
  - Do not evacuate unless you…
    - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
    - **and** can visualize a route that will get your students and yourself safely off campus
  - Don't carry anything with you
    - Police may mistake an item in your hands as a weapon
    - Leave everything behind
  - If you encounter people along the way…
    - Adults: Warn them and take them with if you can but don't stop if they refuse to come
    - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*
  - Place terrain and buildings between you and the assailant to cover your escape
  - Keep going until you are certain you are out of danger
  - Call 911 as soon as it is safe to do so
  - Keep your students with you. Call (insert phone #) to report your location and obtain instructions
- **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN
  - **Lock the doors**
  - Close and lock windows and close blinds or cover windows
  - Turn off lights
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door
  - Silence all electronic devices
  - Remain silent
  - Position occupants spread out and out of line of site from room entrance.
  - Prepare to take action if the assailant attempts to get in the room
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries
  - Call 911 as soon as it is safe to do so
  - Remain in place until evacuated by identifiable law enforcement officers
- **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions**
  - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in
    - Construct a strong barricade

	▪ If you have another way out (a window or back door) use it while the assailant is attempting to get in ▪ If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.) o Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant f) Special Topics • <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in • *Run* – If you encounter injured persons while you are trying to get out of danger… o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety o And you are alone and the individual can run with help, and it is safe, help them escape • *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding • *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so o If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control • <u>Law Enforcement</u>: If you encounter law enforcement officers… o Immediately raise your hands in the air and display your open palms o Don't run up to officers or attempt to hug or talk to them o Don't talk unless they ask you a question o Do exactly what they tell you to do • <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it: o Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon o Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it • <u>Ongoing Communication</u>: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident • <u>Extended Day Programs / After School Activities</u>: School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Follow the "All Staff" guidance described above

Goal 2 Actions

a) Notify the district office after you call 911
b) If possible assist emergency personnel
   - Assist police in entering the school
   - Provide officers with keys, maps and any other information requested

Goals 3 Actions

a) Gather as much information as possible regarding the following:
   - Information on the shooter and provide to law enforcement
     - Last known location
     - Physical description
     - Weapons observed
   - Information on the location of injured, and their condition, and provide to law enforcement
   - Information on the location and names of staff, students, and visitors in lockdown
b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
   - Give as much information as possible to help staff make appropriate options-based response actions
   - Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
     - Can provide you with information regarding the suspect (location, name, clothing, etc.)
     - (They) Or someone with them needs immediate medical attention
   - After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

DISTRICT STAFF ACTIONS

Goal 2 Actions

a) Emergency Operations Center (EOC)
   - Activate the district's Emergency Operations Center
   - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency

b) Offsite Reunification
   - The Operations Section should prepare an off-site evacuation site for reunification
     - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids Movie theater complexes work well for this type of emergency
     - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded
     - School staff and students will remain in lockdown until evacuated on a room by room basis
     - Buses should be placed on standby for evacuation
     - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for

	c) Crisis Intervention • A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification • This team will also provide ongoing support throughout the recovery phase of the emergency response • Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery • Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event
AFTER	
Goal:	1. Establish Reunification procedures 2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn 3. Conduct an after-action report
Objective(s):	<u>Goal 1 Objectives</u> a) Identify needs of Reunification with Unified Command b) Reunification areas (notification, release, etc.) c) Area for law enforcement to interview witnesses before release d) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command <u>Goal 2 Objectives</u> a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness) b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use) c) Activate District's Crisis Response Team or engage in Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community d) Work with staff to return to school routines as soon as possible <u>Goal 3 Objectives</u> a) Gather stakeholders to provide input b) Involve necessary stakeholders to ensure an effective recovery and improved future responses
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR AND DISTRICT EOC ACTIONS** <u>Goal 1 Actions</u> a) Work with law enforcement or the "Unified Command" to determine best steps for reunification. b) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command c) Consider necessary investigation needs, such as an area for interviews of witnesses, etc. Goal 2 Actions a) Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.) This may include the following:

	• Family assistance • Victim assistance • Coroner procedures • Funerals (who goes/who stays and works) • Memorials • Anniversaries • Mental Health support • Employee & Staff meetings • Grief b) Work with Unified Command to determine and acquire facility needs to continue education process. This may include: • Biohazard clean-up • Utilizing another school/building for short term • Restoring/reorganizing current buildings • Demolition of building where individuals became victims • Rebuilding campus c) Ensure activation of the District's Crisis Response Team or call upon any Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community: • Determine a safe, inviting area for counseling/debriefing to occur • Provide food, water, sanitation for workers and those provided services • Develop a plan for media staging • Ensure workers receive adequate break time and are provided a debriefing before leaving for the day d) Work with school site staff to return to the educational process as soon as possible e) Determine which staff may not be able to return due to trauma f) Identify substitute staff for any positions not able to return g) If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.) h) Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists i) Provide debriefing for staff who may be affected by students or other staff telling stories j) Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** Follow directives of the administration and responding agencies to assist with recovery efforts

REFERENCES

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

BEFORE	
Goal:	1. Develop the capacity to effectively work with law enforcement during a bomb threat 2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively
Objective(s):	<u>Goal 1 Objectives</u> a) Meet and train with local law enforcement to ensure an effective response to a bomb threat b) Develop a clear chain of command with staff c) Prepare for analyzing threat details to determine if the threat is transient or substantive <u>Goal 2 Objectives</u> a) Determine search, shelter-in-place and evacuation procedures b) Determine specifics on alerting staff and students to implement bomb threat procedures
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat b) Develop site specific procedures should the school receive a bomb threat c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff d) Conduct a Bomb Threat emergency exercise with law enforcement e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training f) Identify individuals (law enforcement, contractors or district employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive <u>Goal 2 Actions</u> a) Ensure staff are trained on how to conduct a search for suspicious items b) Hold evacuation and shelter-in-place drills c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System b) Follow the Chain of Command during emergency situations <u>Goal 2 Actions</u> a) Review Bomb Threat procedures quarterly

	b) Participate and lead students through evacuation and shelter-in-place drills c) Keep Bomb Threat Checklist by class or office phone
DURING	
Goals:	1. Document Bomb Threat appropriately 2. Make proper notifications 3. Assess the situation 4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation
Objective(s):	<u>Goal 1 Objectives</u> a) Have proper tools to document at hand b) Effectively gather information when receiving the threat <u>Goal 2 Objectives</u> a) Notify law enforcement b) Notify District Office c) Notify other necessary entities <u>Goal 3 Objectives</u> a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response b) Conduct a search for suspicious item c) Implement response procedures based on the analysis <u>Goal 4 Objectives</u> a) Evacuate or shelter-in-place in a timely manner b) Conduct accountability procedures in a timely manner
Courses of Action:	ALL STAFF ACTIONS <u>Goal 1 Actions</u> a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat b) PERSON RECEIVING THREAT BY TELEPHONE:

	• Listen. Do not interrupt caller • Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"* • Indicators of a Swatting Call This is not an exhaustive list: • Swatting calls are received by the non-emergency line. Swatters using VoIP services cannot dial 911 directly so have to call the non-emergency number. • Swatting calls using VoIP services will appear as all zeros or nines, blocked, unavailable, or one of the default VoIP numbers. Skype, TextNow, Google Voice, etc. • The caller's demeanor is inconsistent with the claimed crises or threat. For example, the caller claims to have witnessed the shooting of several students, but hey appear calm and with no background noise. • Background noises include computer mouse clicking and/or typing. Callers use mapping tools and internet searches to answer follow-up questions or provide building address or names. • The caller mispronounces names such as city, street, or building names. Swatting calls are commonly conducted by foreign perpetrators with thick accents who are unfamiliar with the local areas they target. • The caller's story changes or escalates when challenged with follow-up questions • "Call of Duty Speak" - caller uses exotic or specific names of weapons from playing video games. • Gunshots or explosions heard in the background are inconsistent with other noise or sound fake. De-escalation Strategies: • Identify inconsistencies by asking multiple questions and repeating those questions later in the call • Suggested questions include: • "What is your full name?" (ask again later during call, and specifically ask for a middle name) • "Where are you calling from?" • "What is your call back phone number?" • "Why didn't you call 911 directly?" (for VoIP calls to non-emergency number) • "Why are you reporting yourself?" • "Why is there no noise in the background?" • "What is that noise in the background?" (when background noise is inconsistent with the story) • "Why does it sound like you are typing on a computer keyboard?" • "Are you targeting anyone in particular? "Notify site administrator immediately after completing the call c) PERSON RECEIVING THREAT BY MAIL/WRITTEN THREAT: • Note the way the threat was delivered, where it was found and who found it

- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement
- Caution students against picking up or touching any strange objects or packages
- Notify principal or site administrator

Goal 2 Actions

a) Call 911 providing as much information as possible obtained during the call or that is on the written threat

Goal 4 Actions

a) Follow the directions of the site administrator or law enforcement
b) If necessary, evacuate students as quickly as possible, using primary or alternate routes
c) Upon arrival at the designated safe site, take attendance
d) Notify the principal/site administrator of any missing students
e) Do not return to the building until emergency response officials determine it is safe.
f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command

PRINCIPAL/SITE ADMINISTATOR ACTIONS

Follow "All Staff" instructions as appropriate

Goal 2 Actions

a) If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up
b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat
c) Notify District Office of situation and request any necessary assistance

Goal 3 Actions

a) Work with law enforcement or threat experts to analyze the details of the threat
b) Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies
c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor
d) Direct a search team to look for suspicious packages, boxes or foreign objects

Goal 4 Actions

a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms
b) If it is necessary to evacuate the entire school, use the fire alarm
c) Do not return to the school building until it has been inspected and determined safe by proper authorities
d) Avoid publicizing the threat any more than necessary

	SEARCH TEAM ACTIONS <u>Goal 3 Actions</u> a) Per training, use a systematic, rapid and thorough approach to search the building and surrounding areas b) Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels) c) If suspicious item is found, make no attempt to investigate or examine object. Report to law enforcement immediately
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REFERENCES

COPS Problem-Specific Guide Series: Bomb Threats for Schools
https://rems.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf

CISA What to Do – Bomb Threat
https://www.cisa.gov/what-to-do-bomb-threat

REMS Bomb Threat Table-Top Exercise
https://rems.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf

REMS Bob Threat Drill Observation Checklist
https://rems.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf

EARTHQUAKE

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond 2. Prevent and mitigate injury, death and damage to property during an earthquake
Objective(s):	<u>Goal 1 Objectives</u> a) Provide training on how to mitigate damage from an earthquake to staff b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills c) Ensure proper maintenance of emergency supplies and command kits d) Implement mitigation strategies to prevent injury from flying and falling objects <u>Goal 2 Objectives</u> a) Stock emergency supplies and command kits annually b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Participate in Drop, Cover and Hold-On drills <u>Goal 2 Actions</u> a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets
DURING	
Goal:	1. Make proper notifications 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures b) Call 9-1-1 if necessary c) Notify Superintendent's Office and/or EOC

	d) Staff provides accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Objectives</u> a) If possible, notify staff and students to Drop, Cover and Hold-On. • Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Call 9-1-1 if necessary c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage • Determine who will inform public information media as appropriate. d) Determine whether to close school. If school must be closed, notify staff members, students and parents <u>Goal 2 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <u>Goal 3 Actions</u> a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures b) Implement accountability procedures c) If there is evidence of a gas leak, designate someone to turn off gas valves d) Activate the Incident Command Team, if necessary • Search and Rescue • First Aid/Medical • Reunification Team e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders f) Implement Reunification Plan as necessary (See Functional Annex B) g) Post guards a safe distance away from building entrances to assure no one re-enters h) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector

	STAFF ACTIONS: <u>Goal 1 Actions</u> a) Provide accountability report to Incident Command/administration. b) Provide a report of any hazards or situations that need attention to Incident Command/administration c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command <u>Goal 2 Actions</u> a) Determine the need for evacuation or other emergency actions by quickly assessing the situation b) Notify Incident Command of any assistance needed to perform emergency actions <u>Goal 3 Actions – Inside Buildings</u> a) Give Drop, Cover and Hold-On command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries d) Check for injuries and render First Aid e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack g) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris h) If Incident Command Team is activated, fill designated position i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible j) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet

	c) After shaking stops, check for injuries, and render first aid d) Check attendance. Report any missing students to principal/site administrator e) Stay alert for aftershocks f) Keep a safe distance from any downed power lines g) Do NOT re-enter building until it is determined to be safe h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area i) If Incident Command Team is activated, fill designated position **<u>During non-school hours</u>** **PRINCIPAL/SITE ADMINISTRATOR ACTIONS** a) Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions b) Confer with District Superintendent if damage is apparent to determine the advisability of closing the school c) Notify fire department and utility company of suspected breaks in utility lines or pipes d) If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration e) Notify District Office, who will inform public information media as appropriate
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Engage in physical, academic, business and social/emotional recovery 3. Determine campuses' response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> Provide information to staff, parents, and students Provide information to district office Provide information to media <u>Goal 2 Objectives</u> Determine needs in physical/structural, academic, business and social/emotional recovery Coordinate with district office and/or EOC to implement recovery efforts to restore school operations <u>Goal 3 Objectives</u> Conduct After-Action Report process

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery b) Coordinate with District Office and/or EOC to implement any necessary recovery actions. These may include: • Academics recovery ○ Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction ○ Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later) ○ Re-evaluate the curriculum ○ Integrate students into other school districts ○ Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment • Physical and structural recovery ○ Assess and repair structural and physical damage ○ Clean the facility(ies) ○ Remove health and safety hazards ○ Coordinate donations and volunteers ○ Restore equipment and processes, such as IT equipment, software, books, and instructional materials ○ Resume other school support, such as full transportation and food services • Business functions recovery ○ Create agreements for prioritized services during and after an emergency ○ Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services ○ Restore business services, such as payroll, accounting systems, and personnel records ○ Register displaced students in other school districts ○ Securely share relevant education records with school districts receiving students displaced by the emergency ○ Request emergency funding to pay for immediate cleanup and repair Access long term recovery funding through loans, community grants or federal support • Social, emotional, and behavioral recovery ○ Provide Psychological First Aid for Schools (PFA-S) ○ Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health ○ Monitor attendance, grades, and counselor's visits

	○ Ensure that staff and teachers have access to Employee Assistance Programs ○ Make individual and group crisis counseling available ○ Refer students, teachers, and staff to long-term interventions, if needed ○ Provide trauma- and grief-focused school-based mental/behavioral health programs ○ Provide support to caregivers to help prevent or reduce compassion fatigue <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process • Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	

FIRE

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

BEFORE	
Goals:	1. Prevent fire on campus 2. Reduce or prevent the risk of injury to individuals and damage of property from fire
Objective(s):	<u>Goal 1 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention. <u>Goal 2 Objectives</u> a) Provide fire prevention training to staff b) Hold Fire Drills c) Maintain an adequate supply of fire extinguishers d) Ensure proper maintenance of fire prevention equipment.
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Review school fire codes annually b) Send list of school fire codes to staff annually, including before/after school program staff c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms d) Ensure combustible materials are stored in fireproof containers <u>Goal 2 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Provide fire prevention materials to before/after school program staff. c) Hold fire extinguisher training for staff d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus e) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention materials provided by administration c) Participate and lead students in fire drills
DURING	
Goals:	1. Protect life and implement Evacuation 2. Prevent property damage by preventing spread of fire
Objective(s):	<u>Goal 1 Objectives</u> a) Evacuate individuals from school buildings in a timely manner b) Conduct accountability procedures in a timely manner c) Provide First Aid/Medical d) Alert Fire Department <u>Goal 2 Objectives</u> a) Implement strategies while evacuating which will prevent the spread of fire b) Notify Fire Department and other entities of hazards and vulnerabilities c) Notify District Office/facilities
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Sound the fire alarm to implement evacuation of the building b) Immediately evacuate the school using the primary or alternate fire routes c) Notify the Fire Department (call 911) d) Ensure all staff and students are accounted for e) Activate the Incident Command Team • Direct search and rescue team to be sure all students and personnel have left the building • Activate First Aid/Medical/Triage team as necessary f) Ensure that access roads are kept open for emergency vehicles g) If needed, notify bus dispatch for off – site evacuation h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u>

	a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) • Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Evacuate students from the building using primary or alternate fire routes b) When evacuating, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building f) Serve in any position assigned on the Incident Command Team <u>Goal 2 Actions</u> a) Shut classroom or office door after all individuals have exited b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Provide necessary attention to people and property to ensure continued safety and security 2. Determine campuses' fire response strengths, areas for improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Implement Reunification Plan if necessary • Assess needs of individuals and campus including: • Mental health care • Debris removal • Soot/smoke (odor) removal including HVAC system • Restoration/fixes b) Based on needs assessment establish and implement plan to provide care for people and restore the property <u>Goal 2 Objectives</u> a) Conduct After-Action Report
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Activate the Reunification Plan if necessary b) Conduct an assessment of needs of campus individuals and buildings c) Determine whether mental health services need to be provided d) Determine the restoration, debris removal and soot/smoke removal needs e) Based on assessment, implement needed services

	<u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future response d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Implement Reunification Plan if necessary b) Assist in identifying needs for mental health, restoration, debris removal, etc. c) Facilities/maintenance should contact physical recovery company to clean and remove debris d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary <u>Goal 2 Actions</u> a) Participate in after-action report process

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

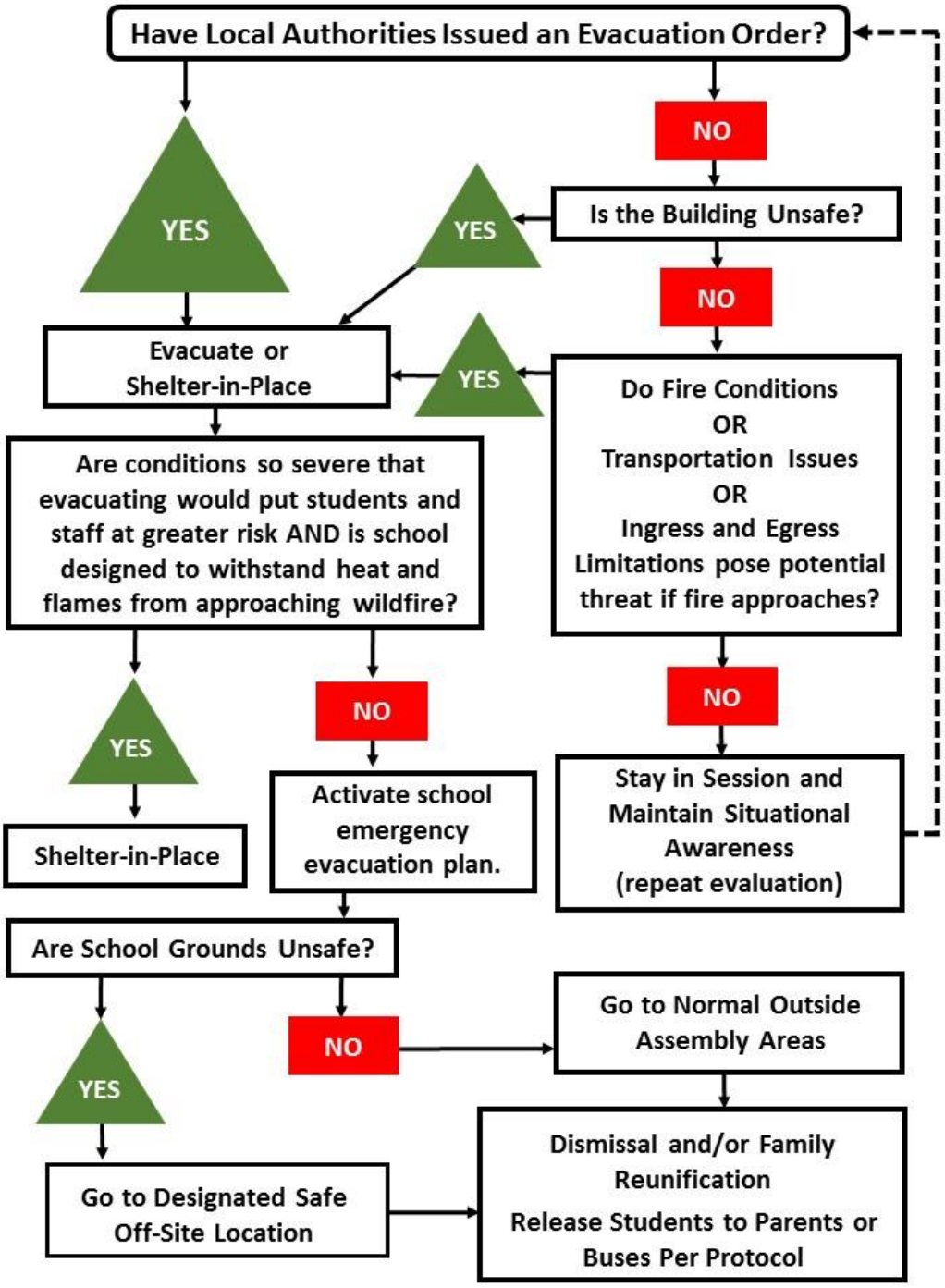
BEFORE	
Goals:	1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response 2. Develop the capacity of staff to lead students through appropriate response options 3. Prevent the risk of injury to individuals and damage of property from wildfire
Objective(s):	<u>Goal 1 Objectives</u> a) Coordinate with local fire department to ensure an effective response to a Wildfire b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Develop a clear chain of command with staff <u>Goal 2 Objectives</u> a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention c) Provide fire prevention training to staff d) Hold Fire Drills e) Maintain an adequate supply of fire extinguishers f) Ensure proper maintenance of fire prevention equipment
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop site specific plans

	Goal 2 Actions a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure Goal 3 Actions a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Ensure combustible materials are stored in fireproof containers c) Provide fire prevention materials to before/after school program staff d) Hold fire extinguisher training for staff e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus f) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS** Goal 2 Actions a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention and wildfire response materials provided by administration Goal 3 Actions a) Participate and lead students in fire drills b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations
DURING	
Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	Goal 1 Objectives a) Conduct appropriate wildfire response actions in a timely manner b) Conduct accountability procedures in a timely manner c) Activate school site Incident Command Team, as necessary
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Work with the district office, local fire department and other responders to determine best course of action b) Use the "Wildfire Evacuation Decision Tree" following this section. c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes d) Communicate plan of action to staff and students: • voluntary evacuation • early dismissal • mandatory evacuation

	• shelter-in-place • campus closure e) Consider the following while implementing response action • Supplies (have staff bring emergency supplies, especially first aid kits and communication devices) • Food and water • Transportation • Security and Safety • Communications f) Contact families to notify of planned course of action g) Activate school Incident Command Team, as necessary • Reunification Team h) Ensure all staff and students are accounted for i) Ensure that access roads are kept open for emergency vehicles j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u> a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) • Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) If evacuating or sheltering-in-place, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family f) Serve in any designated position on the Incident Command Team c) Shut classroom or office door after all individuals have exited d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE EVACUATION DECISION TREE



INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**
>
> -- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

BEFORE	
Goal:	1. Develop the capacity to deter and detect possible intruder 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Provide training for staff on procedures for deterring and detecting possible intruders Keep intruder away from staff and students <u>Goal 1 Objectives</u> a) Identify and correct/improve: • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures c) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Conduct a Security Risk Assessment to determine school site's vulnerability to an intruder • Based on the identified areas of weakness develop strategies to harden the security of the school site b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge <u>Goal 2 Actions</u> a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge b) Train staff on ensuring security protocols are followed <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods • Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the

	knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence • Ensure entrances such as doors and gates are secure and in proper working order • Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.
DURING	
Goal:	1. Prevent an intruder from gaining access to staff, students and buildings 2. Alert law enforcement and district as soon as possible
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown b) De-escalate the situation c) Get intruder to leave with no incidents of violence <u>Goal 2 Objectives</u> a) Alert law enforcement
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Initiate **Lockdown**. b) Designate someone to call 9-1-1 c) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as: • "What can we do to make this better?' • "I understand the problem, and I am concerned" • "We need to work together on this problem" d) Take measures to keep subject away from students and building e) Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present <u>Goal 2 Actions</u> a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intrude b) Keep subject in view until police or law enforcement arrives **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Notify the principal/site administrator of intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon

	b) If able, initiate a lockdown from your classroom/office c) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder d) Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the All Clear instruction is announced e) Keep classroom and office doors locked <u>Goal 2 Actions</u> a) Call 9-1-1 or ensure someone else has called 9-1-1
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS: PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future. d) Identify steps to improve future responses e) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Unplanned Power Outage

This procedure addresses situations involving

BEFORE	
Goals:	1. Prevent the risk of injury to individuals and damage of property from Power Outage 2. Develop the capacity of staff to lead students through appropriate response options 3. Develop capacity for educational process to continue in power outages
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage b) Ensure portable lighting (i.e., flashlights and batteries is available at school site c) Always keep hallways and pathways clear <u>Goal 2 Objectives</u> a) Train staff on response actions during a power outage <u>Goal 3 Objectives</u> a) Develop a continuity of education plan for both short- and long- term power outages b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences. b) Based on the assessment determine areas for improvement and implement steps to improve c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting. d) To prevent injury, ensure staff and students keep hallways and pathways clear <u>Goal 2 Actions</u> a) Provide training to staff on responding during a power outage <u>Goal 3 Actions</u> a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights

	Goal 2 Actions a) Read any emergency power outage materials provided by administration. b) Participate and lead students in emergency drills Goal 3 Actions a) Develop plans to provide lessons during a power outage
DURING	
Goals:	1. Assess the situation 2. Make necessary notifications 3. Implement response actions
Objective(s):	Goal 1 Objectives a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures c) Work with District office for assistance needed d) Implement other emergency procedures based on the analysis Goal 2 Objectives a) Make notifications to the staff and students. b) Notify Superintendent's Office c) Staff provides accountability report and situation status of any hazards Goal 3 Objectives a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations b) Contact the district office for any necessary assistance c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation Goal 2 Actions a) Notify staff and students of emergency procedures to implement • Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents Goal 3 Actions a) Ensure staff and students implement evacuation or other important emergency procedures

	b) Recommend staff ensure their flashlights/emergency lighting is out and available c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light) d) Implement accountability procedures e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits c) Take attendance. Report missing students to the principal/designee and emergency response personnel d) Continue teaching/office work if possible e) Serve in any designated position on the Incident Command Team. e) Gather any emergency lighting to have on hand. f) Provide information to principal/site admin regarding any hazards or vulnerabilities
AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> b) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS**

	<u>Goal 2 Actions</u> a) Participate in the after-action report process. c) Participate in any determined corrective actions discovered in the after-actions process.

Air Quality & Wildfire Smoke Annex

Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:

Get Smart about Wildfire Smoke

Clear Guidelines for Schools and Wildfire Smoke

Over the last decade, devastating wildfires have ravaged communities and school districts in every corner of this state.

These massive disasters impacted tens of thousands of Californians in the communities they call home and blanketed entire regions of California with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, as we have seen over the past several years, wildfire smoke can settle in communities hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear state guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

Therefore, leaders from the education, air quality, and public health communities established a working group to develop state guidance regarding air quality for California's 1,026 school districts during wildfire smoke days.

The guidelines attached to this message are intended to advance local conversations between school districts, public health officers, air districts, and the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts that haven't already addressed this issue to begin the conversation now, prior to the start of the 2019-20 school year. California's next big wildfire is not a matter of if, but when.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community, visit https://www.arb.ca.gov/app/dislookup/dislookup.php.

Thank you for your partnership on this critical issue.

Air Quality Index (Rev 7/2019)

School Air Quality Activity Recommendations

PROTECT STUDENT HEALTH DURING POOR AIR QUALITY

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit this page to learn which District serves your area: www.arb.ca.gov/app/dislookup/dislookup.php

The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies.

Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Air Quality Level

Activity	Level 1	Level 2	Level 3	Level 4	Level 5 *School districts may consider school closures based on site-by-site concerns.*
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes Sensitive individuals should remain doors.*	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hurs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.

* Sensitive Individuals include all those with asthma or other heart/lung conditions ** California Interscholastic Federation

*** To meet the conditions for approval of a waiver due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

Considerations for School Districts from CDE: Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school

Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the annual school calendar
- Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education's website at https://www.cde.ca.gov/fg/aa/pa/j13a.asp.

National School Lunch Program Meal Reimbursement:

Education Code Section 49505 allows for LEAs to submit an application for meal reimbursement during a disaster

The disaster would require a state or federal declaration for the county affected by the disaster.

The application is available on the California Department of Education's website at https://www.cde.ca.gov/ls/nu/sn/documents/disastermealapp.doc.

Guidance for Families When Schools are Closed:

- Stay indoors
- Keep doors and windows closed
- Consult a Physician if you have concerns about your child's health

FUNCTIONAL ANNEXES

MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES

FUNCTIONAL ANNEX A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

ON-SITE EVACUATION

Definition

Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least two viable evacuation routes, a primary and secondary <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area

	e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe e) Be familiar with special needs evacuation plans (See Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications. 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate d) Call 9-1-1 if necessary e) Notify Superintendent's Office f) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> d) Implement evacuation procedures e) Ensure every student and staff members is accounted for f) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary • The signal for Evacuation is the fire alarm (bell or horn signal)

- If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
- If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
- Provided time is available, make an announcement over the public address system:
- ***Announcement Example:*** ""Attention please. We need to institute an Off-Site Evacuation Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with evacuation directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation.

<u>Goal 3 Actions</u>

a) Ensure staff and students evacuate
b) Implement accountability procedures
c) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team
d) Activate Reunification Plan if necessary

STAFF ACTIONS:

<u>Goal 1 Actions</u>

a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

<u>Goal 2 Actions</u>

a) Provide accountability report to Incident Command/administration
b) Provide a report of any hazards or situations that need attention to Incident Command/administration

<u>Goal 3 Actions</u>

a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
b) Consider persons with special needs
   - *To evacuate individuals using crutches, canes or walkers*
     - Evacuate these individuals as injured persons
     - Assist and accompany to evacuation site, if possible -OR-
     - Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR-
     - Help carry individual to safety
   - *To evacuate individuals using wheelchairs*
     - Give priority assistance to wheelchair users with electrical respirators

	○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given. f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position. h) Participate in the reunification process, if necessary
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement. **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process. b) Participate in any determined corrective actions discovered in the after-actions process.

OFF-SITE EVACUATION

Definition

Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.) c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation

	c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe. e) Be familiar with special needs evacuation plans (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Work with District office for assistance needed c) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate b) Call 9-1-1 if necessary g) Notify Superintendent's Office h) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation procedures b) Ensure every student and staff members is accounted for. c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation

Goal 2 Actions

a) Make notification to staff and students
   - The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
   - The signal for Evacuation is the fire alarm (bell or horn signal)
   - If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
   - If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
   - Provided time is available, make an announcement over the public address system:
     Announcement Example: "Attention please. We need to institute an evacuation of all buildings. Teachers are to take their students to their designated Assembly Area. Students, please remain with your teacher."
   - *To alert visually impaired individuals*
     - Announce the type of emergency
     - Offer your arm for guidance
     - Tell person where you are going, obstacles you encounter
     - When you reach safety, ask if further help is needed
   - *To alert individuals with hearing limitations*
     - Turn lights on/off to gain person's attention -OR-
     - Indicate directions with gestures –OR-
     - Write a note with evacuation directions

b) Call 9-1-1 if necessary

c) Notify the Superintendent's Office of situation

Goal 3 Actions

a) Ensure staff and students evacuate

b) Implement accountability procedures

c) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team

STAFF ACTIONS:

Goal 1 Actions

a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting

b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

Goal 2 Actions

a) Provide accountability report to Incident Command/administration

b) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area

b) Consider persons with special needs
   - *To evacuate individuals using crutches, canes or walkers*
     - Evacuate these individuals as injured persons
     - Assist and accompany to evacuation site, if possible -OR-
     - Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR-

	○ Help carry individual to safety • *To evacuate individuals using wheelchairs* ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Structured Reunification

Comprehensive Reunification Plan is available in Functional Annex B

Definition

Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

Shelter-In-Place

Definition

Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. Shelter-in-place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while Shelter-in-place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

BEFORE	
Goal:	1. Coordinate with local fire to develop viable Shelter-In-Place procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Pace, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place b) Determine accountability procedures c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Shelter-In-Place procedures b) Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place c) Ensure staff are familiar with special needs planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Shelter-In-Place areas and procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Shelter-In-Place procedures quarterly b) Participate and lead students through Shelter-In-Place drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Shelter-In-Place response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs b) Work with District office for assistance needed c) Implement Shelter-In-Place procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Shelter-In-Place b) 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement Shelter-In-Place procedures b) Shut down HVAC system, as necessary c) Ensure every student and staff members is accounted for d) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary • The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System • If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container • Make an announcement in person directly or over the public address system: • ***Announcement Example:*** *"Attention please. We have a hazard in the community and are instituting Shelter In Place procedures. Students and staff should remain*

	inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."
	• *To alert visually impaired individuals*
	  ○ Announce the type of emergency
	  ○ Offer your arm for guidance
	  ○ Tell person where you are going, obstacles you encounter
	  ○ When you reach safety, ask if further help is needed
	• *To alert individuals with hearing limitations*
	  ○ Turn lights on/off to gain person's attention -OR-
	  ○ Indicate directions with gestures –OR-
	  ○ Write a note with evacuation directions
	b) Call 9-1-1 if necessary
	c) Notify the Superintendent's Office of situation
	<u>Goal 3 Actions</u>
	a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards
	b) Make arrangements for central HVAC shutdown, as necessary
	• Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system
	c) Implement accountability procedures remotely
	
	STAFF ACTIONS:
	<u>Goal 2 Actions</u>
	a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter
	b) Provide a report of any hazards or situations that need attention to Incident Command/administration
	<u>Goal 3 Actions</u>
	a) Immediately clear students from the halls. Stay away from all doors and windows
	b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance
	c) Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights
	d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine
	e) If Incident Command Team is activated, serve in designated position

AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Secure Campus

Incident/Threat Off Campus – School Takes Precautionary Measures

Definition

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community, or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

Secure Campus is intended to prevent a potential community threat from entering campus

- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for any reason
- Requires that students and staff remain in Secure Campus status until ALL CLEAR is issued by administration

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- Police activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN in which case, instruction immediately ceases, and students and staff follow LOCKDOWN procedures.

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local law enforcement to • Ensure an effective Secure Campus response • Determine strategies for accounting for all students and staff • Determine effective rooms/areas to use in Secure Campus situations • Determine strategies law enforcement will use to keep the campus safe • Determine strategies recommended by law enforcement for staff to take b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u>

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus <u>Goal 3 Objectives</u> a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to • Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown • Determine rooms/areas best suited for Secure Campus situations • Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand • Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response • Develop accountability procedures which will work for law enforcement and the campus • Consider the different types of hazards that might require Secure Campus b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus b) Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown

	d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Campus procedures quarterly b) Participate and lead students through Secure Campus drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Secure Campus response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs. b) Work with District office for assistance needed. c) Implement Secure Campus procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Secure Campus b) Notify 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus <u>Goal 3 Objectives</u> a) Implement Secure Campus procedures b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary • The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff • If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the announcement for the Secure Campus and then tell staff to check their emails for more details • The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System • Include details such as: o Calmly walk to or remain in school buildings o Lock all exterior doors o Close blinds

- Continue the education process
- Make an announcement in person directly or over the public address system:
- <u>*Announcement Example:*</u> *"Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff please check your email periodically for more information."*
  -REPEAT-
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation. Ask for assistance as needed.
d) If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

<u>Goal 3 Actions</u>

a) Designate assigned individual to close all entrance and exit points on the campus perimeter
b) Designate assigned individual to lock all doors leading into administration building and other common areas
c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside
d) If law enforcement is on campus, they may be able to provide escort for a in-person check to ensure all classrooms are securely locked
e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)
f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown
g) If students are out at break, recess, or lunch and situation is deemed imminent, announce Secure Campus status and ask that all students return to assigned classrooms immediately
h) Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
i) After the emergency has been neutralized, initiate All Clear

STAFF ACTIONS:

<u>Goal 2 Actions</u>

j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside
k) Provide a report of any hazards or situations that need attention to Incident Command/administration

<u>Goal 3 Actions</u>

a) Move to the door and instruct any passing students to return to assigned classroom immediately
b) Close and lock the door

	c) Continue class instruction or activity as normal d) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions e) Be alert to the possibility that response may elevate to LockDown f) Do NOT call office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room g) Wait for another action or, if All Clear is issued, return to normal class routine **Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE or Other Activity)** <u>Goal 3 Actions</u> a) Gather students together and organize into an orderly formation b) Inform students that as part of Secure Campus procedures, the class will move immediately to a pre-determined classroom location c) Proceed to on-campus shelter location as quickly as possible d) Once inside, take attendance to ensure all present students are accounted for e) By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students f) Implement all classroom policies and procedures for Secure Campus status g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander h) Wait for another action or, if All Clear announcement is issued, return to normal class routine
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:**

	<u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Lockdown

Threat of Violence on Campus/Immediately off Campus

See also Active Shooter and Other Active Assailant Procedures

Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will put students and staff in jeopardy. Lockdown is used to prevent intruders from entering occupied areas of the building. The concept of Lockdown is no one in, no one out. All exterior doors are locked, and students and staff must always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:

- Law Enforcement is aware of the situation
- Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening

This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives

	a) Meet, train and drill with local law enforcement to: • Ensure an effective Lockdown and Active Shooter/Armed Assailant response • Determine strategies for accounting for all students and staff • Determine effective rooms/areas to use in Lockdown situations • Determine strategies law enforcement will use to keep the campus safe • Determine strategies recommended by law enforcement for staff to take during Lockdown situations b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown <u>Goal 3 Objectives</u> a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to: • Ensure the agency and responders know the standardized language and when they should call for a “Lockdown” rather than a “Secure Campus” • Determine rooms/areas best suited for Lockdown situations • Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand • Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response • Develop accountability procedures which will work for law enforcement and the campus • Consider the different types of threats that might require Lockdown • Procedures for All Clear in Lockdown situations b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as much information as possible in order for an effective response without causing undue panic

	b) Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning for emergencies (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures d) Understand the difference between a Lockdown and a Secure Campus e) Be Familiar with Active Shooter/Armed Assailant procedures f) Be familiar with the accountability procedures g) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Lockdown procedures quarterly b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Lockdown response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Lockdown b) If available, work with law enforcement, and other responders to determine Lockdown needs c) Work with District office to obtain needed assistance d) Implement Lockdown procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Lockdown b) Notify 9-1-1 c) Notify Superintendent's Office. d) Staff provide accountability report and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown <u>Goal 3 Objectives</u> a) Implement Lockdown procedures b) If safe to do so, ensure every student and staff members is accounted for

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students • The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus • Make an announcement in person directly or over the public address system: • <u>Announcement Example:</u> "Attention please. We have an emergency situation and must implement Lockdown procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement" • If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms • All staff should put life safety as priority and only engage in communications if they are in a secure area AND o Know where the threat is and/or can describe to law enforcement how get to the threat o Can describe the perpetrator(s) o Are in dire need of medical services o With someone in dire need of medical services • *To alert visually impaired individuals* o Announce the type of emergency o Offer your arm for guidance o Tell person where you are going, obstacles you encounter o When you reach safety, ask if further help is needed • *To alert individuals with hearing limitations* o Turn lights on/off to gain person's attention -OR- o Indicate directions with gestures –OR- o Write a note with directions b) Call 9-1-1 if necessary • Provide as much information about the situation/threat: o Location o Description: clothing, age, etc. o Weapons c) Notify the Superintendent's Office of situation. Ask for assistance as needed. <u>Goal 3 Actions</u> a) Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so b) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office c) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked d) Provide master key to law enforcement if they don't already have one or do not have access to the Knox box.

e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response

f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately

g) After the emergency has been neutralized, initiate All Clear per procedures developed

STAFF ACTIONS:

Goal 2 Actions

a) Provide accountability report to Incident Command/administration, if safe to do so. This will be provided remotely (email or phone), in order for all individuals to remain inside
b) All staff should put life safety as priority and only engage in communications if they are in a secure area AND
    - Know where the threat is and/or can describe to law enforcement how get to the threat.
    - Can describe the perpetrator(s).
    - Are in dire need of medical services.
    - With someone in dire need of medical services.

Goal 3 Actions - Inside buildings

a) Move to the door and instruct any passing students to return to assigned classroom immediately
b) Close and lock the door
c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions.
d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom
e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible
f) Close any shades and/or blinds if it appears safe to do so
g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement
h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic
i) The only reason individuals in the classroom should use a phone is to provide information on the following:
    - Location of the perpetrator
    - Can describe the perpetrator
    - Someone in the area needs ***immediate*** medical assistance
j) If safe to do so, monitor email, texts and/or website for updated information
k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door
l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity
m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements
n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so
o) Wait for another action or, if All Clear is issued, return to normal class routine

	<u>Goal 3 Actions – If Outside Buildings</u> a) Staff will determine the best course of action, based on the location of the threat. Staff may: • Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given • Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Drop, Cover, Hold On Procedure

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Duck, Cover and Hold On is the action taken during an earthquake to protect students and staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses 2. Provide developmentally appropriate training to familiarize students with emergency responses 3. Implement mitigation strategies to prevent injury from flying and falling objects
Objective(s):	<u>Goal 1 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies <u>Goal 2 Objectives</u> a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods <u>Goal 3 Objectives</u> a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills. c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked

	STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team. b) Follow the Chain of Command during emergency situations. c) Be familiar with Drop, Cover and Hold-On procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification. f) Participate and lead students through Drop, Cover and Hold-On drills. g) Be familiar with special needs emergency planning (Functional Annex E) <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices
DURING	
Goals:	1. Make proper notifications. 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Make notify to staff and students to Drop, Cover and Hold-On b) Call 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Make notification to staff and students • In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On • During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System • The following announcement will be made over the public address system and by teachers in classrooms: • *<u>Announcement Example</u>: "Attention please. We are experiencing seismic activity. For your protection, follow Duck, Cover and Hold On procedures. Get under a table or desk, away from windows and anything that could fall*

and hurt you. Hold that position until the shaking stops or until you receive further instructions"

- Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage

Goal 2 Actions

a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required
b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures

Goal 3 Actions

a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures
b) Implement accountability procedures
c) If there is evidence of a gas leak, designate someone to turn off gas valves
d) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team
e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe
f) Implement Reunification Plan as necessary (See Functional Annex B)

STAFF ACTIONS:

Goal 1 Actions

a) Provide accountability report to Incident Command/administration.
b) Provide a report of any hazards or situations that need attention to Incident Command/administration.
c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions

a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings

a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface
b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation

	e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris f) If Incident Command Team is activated, fill designated position g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible. h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official. <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area d) If Incident Command Team is activated, fill designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REUNIFICATION PLAN

Purpose

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. if an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

NOTE: For brevity, this plan will refer to "parents," which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

Situation and Assumptions

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process.
Parents/guardians may be emotional when arriving at the school.
While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency.
Staffing may be limited; some duties may need to be modified based on the amount of staffing available.
District office staff may need to assist with the reunification process.

Disclaimer

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

Concept of Operations

General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
    - The Assembly Area, which will be where students can wait for their parents/guardians
    - The Request Gate where parents/guardians fill out reunification documentation and provide identification
    - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
    - The Reunification Area where parents/guardians, will be escorted to and reunified with their student
    - The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

Basic Operations

- **Assembly Area**: Managed by Assembly Area Leader**.** Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader**.** When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

On-Scene Parent Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains

- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma
- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

End of Operations

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

Reunification Considerations General

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the District Office?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

Administration and Support

Reporting

Need for student/parent reunification should be reported to the district office and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include pre-determined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures

TWO-GATE REUNIFICATION

With Reunification Taking Place AT RELEASE GATE

This type of reunification is recommended when there are NO injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICAITON SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Ask Parent to proceed to the Release Gate
- ☐ File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

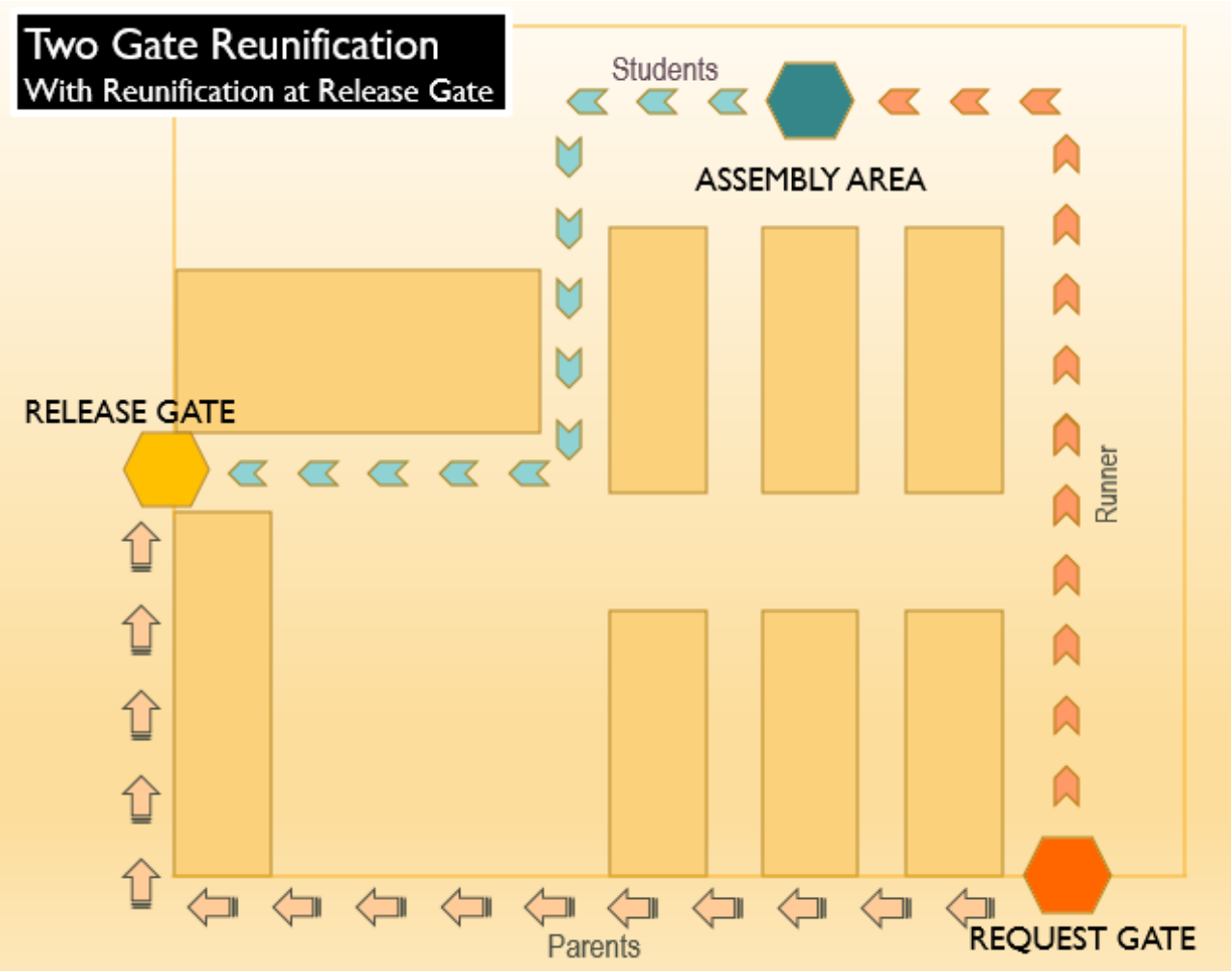
- ☐ Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form

- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, “Sent with Runner”
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent/Guardian
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**

  Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification be used. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form
    - “Absent” if student was not in school that day
    - “First Aid” if student is known to be receiving Medical Treatment
    - “Missing” if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Release Gate Leader
  - Release Gate Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

RELEASE GATE

- ☐ Runner provides form to Release Gate staff who check Parent ID again
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion


Two Gate Reunification
With Reunification at Release Gate
Students
ASSEMBLY AREA
RELEASE GATE
Runner
Parents
REQUEST GATE

TWO-GATE REUNIFICATION

With INTERNAL Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area. The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICAITON SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews
- ☐ Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate
- ☐ Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

NOTIFICATION AREA SET-UP

- ☐ Private area with individual rooms, and external private access to transportation of premises, if possible
- ☐ Power supply and Internet access
- ☐ Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- ☐ Telephone to communicate with outside agencies and area hospitals
- ☐ Counselors and/or trained mental health professionals to provide notification and support to families

- ☐ Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased
- ☐ Water and snacks

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Have staff escort parents as individuals or groups to the reunification area
- ☐ If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- ☐ File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent.
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
    - "Absent" if student was not in school that day
    - "First Aid" if student is known to be receiving Medical Treatment.
    - "Missing" if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Reunification Area Leader
  - Reunification Area Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

REUNIFICATION AREA

- ☐ Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- ☐ Monitor flow of traffic
- ☐ Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- ☐ Double checks child's name with Student Request & Release Form
- ☐ Documents reunification on student lists or other developed method
- ☐ Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent

- ☐ If parent comes into Reunification are whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

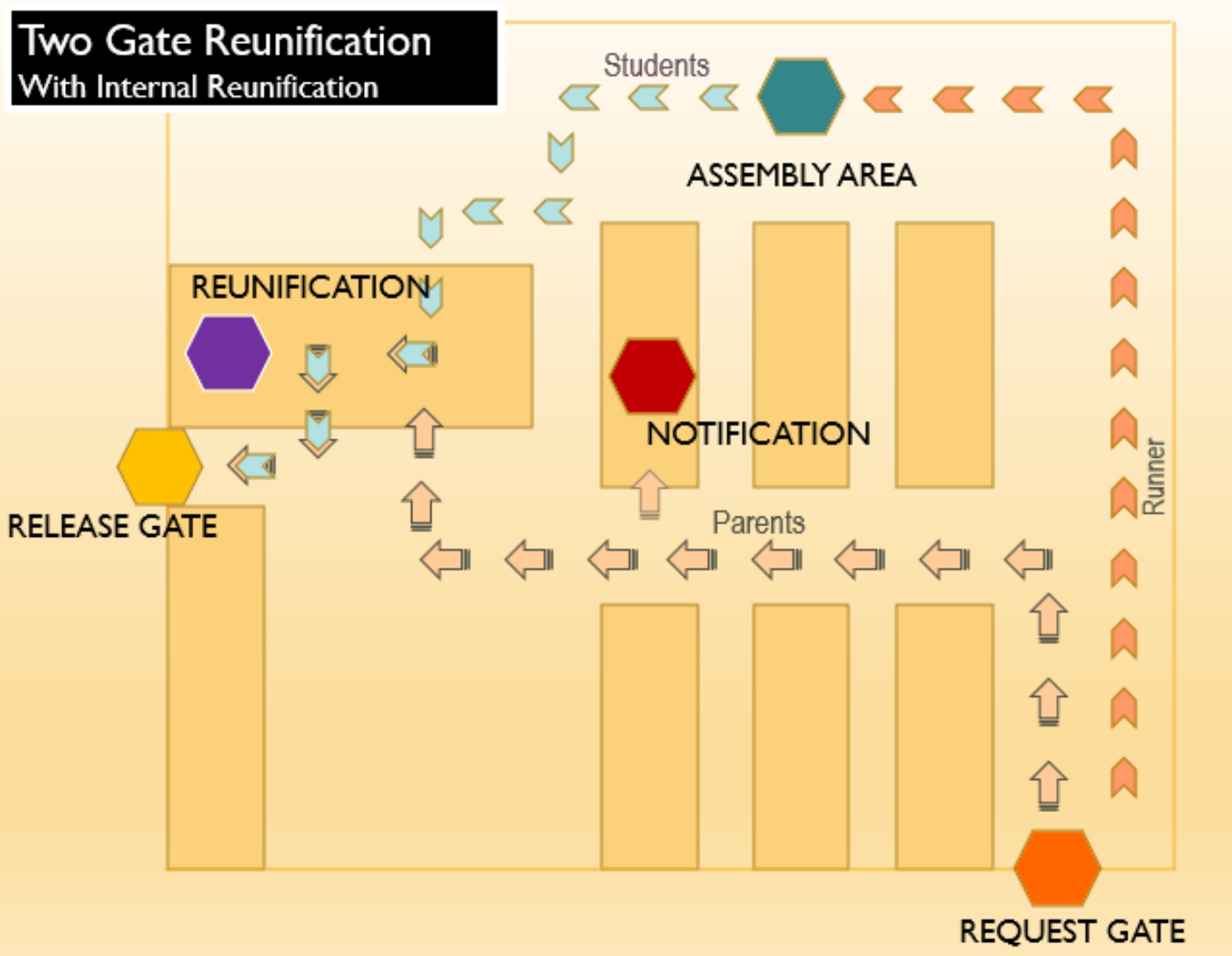
NOTIFICATION AREA

Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- ☐ Greet parents or legal guardians
- ☐ Verify the name(s) of the student(s) they are requesting
- ☐ Verify the status of the student(s) being requested
- ☐ Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- ☐ Arrange for assistance in the way of transportation, faith-based assistance, or other support.
- ☐ Assign a district employee to serve as a liaison to the family
- ☐ Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)
- ☐ Assist the parent with their trauma
- ☐ Make communication devices available to the parent/guardian means for contacting other family members and supporters
- ☐ Shelter the parent from media representatives

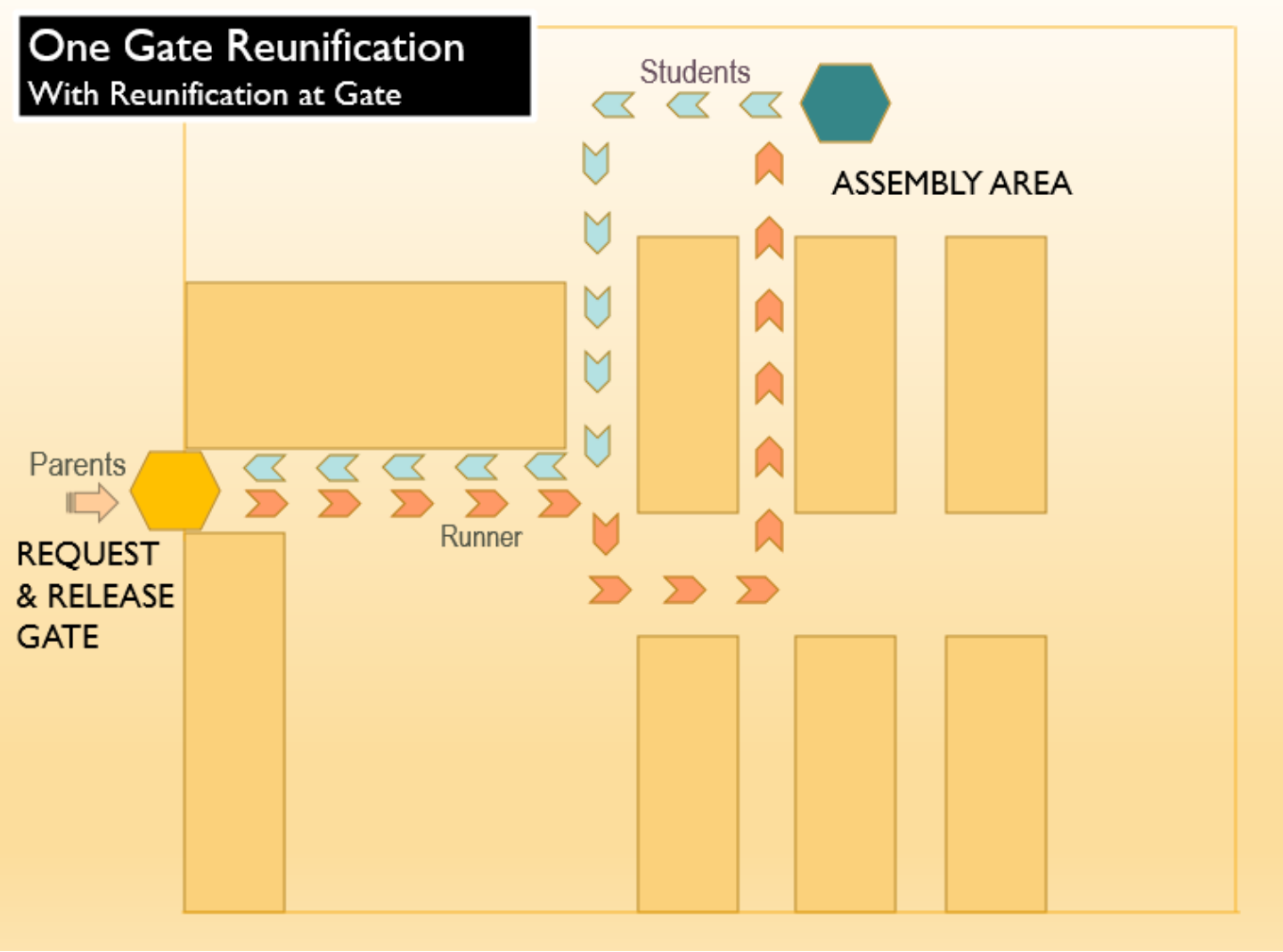
RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion


Two Gate Reunification
With Internal Reunification
Students
ASSEMBLY AREA
REUNIFICATION
NOTIFICATION
RELEASE GATE
Parents
Runner
REQUEST GATE

ONE-GATE REUNIFICATION

This type of reunification is recommended when there are NO injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.



CLASSROOM REUNIFICATION

Classroom reunifications is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

REUNIFICAITON SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ☐ Assign volunteers to assist
- ☐ Make signs with classroom numbers and teacher's name to have at the Request Gate.
- ☐ Have Student Request & Request & Release Forms for each parent
- ☐ Provide Emergency information to each teacher in their classroom via PDF or hard copy
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews
- ☐ Set-up Release Gate, for double checking ID

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form
- ☐ Line parents up according to classroom
- ☐ Escort parents to classroom

REUNIFICATION AREA (CLASSROOM)

- ☐ Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods
- ☐ Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification
- ☐ Documents reunification on student lists or other developed method
- ☐ Reminds parents to have ID out for last check at the Release Gate
- ☐ Sends the Student Request & Release Form to Release Gate with parent

RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

OFF-SITE REUNIFICATION

Off-Site reunifications will have extensive District Office staff support.

School site staff should expect to:

- ☐ Account for students. Let Incident Commander know of any missing, injured or deceased students
- ☐ Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others
- ☐ Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site
- ☐ Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk
- ☐ Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc

Incident Commander should expect to:

- ☐ Account for students. Let Law Enforcement and District Office know of any missing, injured or deceased students
- ☐ Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible
- ☐ Be available to district office staff, to assist with reunification once at external location
- ☐ Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or a district administrator

REUNIFICATION SUPPLY CONSIDERATIONS

- ☐ Roller Boxes and/or Rubbermaid Containers for all equipment
- ☐ Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- ☐ Student Request & Release Forms
- ☐ Alpha Signs to Organize Request Lines
- ☐ Tables and Chairs
- ☐ Bull Horns
- ☐ Caution tape
- ☐ Boxes to Organize Emergency Cards and Student Request & Release Forms
- ☐ Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- ☐ Vests
- ☐ ICS Assignment Badges
- ☐ Folders and organizers for rosters, student Request & Release Forms, etc.
- ☐ Pens and markers
- ☐ Map with Release Area and Parking
- ☐ Clipboards or extra tables along line for Parents to use
- ☐ Staplers
- ☐ Duct Tape
- ☐ Painter’s Tape
- ☐ Zip-lock large bags
- ☐ Radios and extra batteries

STUDENT REQUEST & REQUEST & RELEASE FORM

Parent/Guardian: **Please complete section 1 of this form**. You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.
Padres/Guardianes: **Por favor complete esa seccion1 de esta forma**. Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

PLEASE PRINT

(List siblings on the same form ONLY if they have the SAME LAST NAME)

PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES

1

STUDENT Last Name		First Name	Teacher	Grade
	1)			
	2)			
	3)			

PRINT NAME of Authorized Adult
(Must be listed as an emergency contact)

Cell Phone Number

STAFF COMPLETE SECTIONS 2 & 3

2

REQUEST GATE

Yes	No	
❑	❑	Is the person requesting the student on the Emergency Contact List STAFF INITIALS_____
❑	❑	On the Emergency Contact List paperwork, circle the name of the person picking up the student.
❑	❑	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):
❑	❑	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).
❑	❑	Staff - give this form to a "staff runner" to retrieve the student.

3

RELEASE GATE OR REUNIFICATION AREA

Yes	No	
❑	❑	Receive/get student from Assembly Area.
❑	❑	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.
❑	❑	Verify Photo I.D. again. Have them sign below to indicate where they are going next.

Signature of person releasing student to:
Firma de la persona liberando al estudiante: _____

Next Destination:
Proximo destino: _____

Staff Signature: _____ **Time of Release:** _____

NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM

Student Release Log

School Anthony C. Traina Elementary School Date _____

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent's Office]

ABBREVIATED
AFTER-ACTION REPORT
(for small scale events and drills)

DATE:		TIME:	
SCHOOL/SITE	Anthony C. Traina Elementary School	BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

Add rows to table as necessary

STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR

1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
3) Complete this form using the information gained from the Brainstorm session.
4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
5) Keep a copy of this completed form for your records.

INCIDENT COMMAND TEAM POSITION GUIDES

FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

Section: Command

Site Incident Commander

Reports to: **Superintendent (or designee)**

Staffing Characteristics: Principal or Site Administrator

Responsibility: The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response 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 Position Assignment Log as positions are staffed

- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates
- Reassign personnel as needed
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become “Disaster Service Workers” and can be deployed by the Superintendent
- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls 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, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief
- Proclaim termination of the emergency and proceed with recovery operations if necessary

Safety Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

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

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures.
- Implement Site Emergency Procedures Plan
- 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 Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Monitor drills, exercises, and emergency response activities for safety
- Identify and mitigate safety hazards and situation
- 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 Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

Public Information Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet
  - School Accountability Report
- Scissors
- School site map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Digital recorder/voice recorder

Start-Up Activities:

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander
- Consult with District's Communications Officer to coordinate information release
- Assess situation and obtain statement from the Site Incident Commander. 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 Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation
- Statements must be approved by the Site Incident Commander and should reflect:
    - Reassurance - “Everything’s going to be OK.”
    - 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 location, 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 and volunteers to refer all questions from media or waiting parents to the Public Information Officer**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about incident. Correct any misinformation heard

Section: Command

Liaison Officer

Reports to:	**Site Incident Commander**
Staffing Characteristics:	**These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	

- Brief Agency Representatives on current situation, priorities, and incident action plan
- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans
- Provide periodic update briefings to Agency Representatives, as necessary

Operations Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

Special Equipment:

- Maps: See Crisis Response Box

During Event:

- 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, utilizing the position checklists
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed
- Communicate with Finance & Administration Section Chief as to whether or not there are any “missing”. If it has been determined that there are “missing” occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact “missing” individuals.
- As information is received from the Operations staff, update the Site Incident Commander
- Inform the Site Incident Commander regarding tasks and priorities
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff as needed

Site Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: Custodian or others familiar with the site's facilities.

Responsibility: Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools

During Event:

- Observe the campus and report any damage by radio to the Site Command Post
- Lock or open gates and major external doors appropriate for the situation
- 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 Site Incident Commander
- Post yellow caution tape around damaged or hazardous areas
- Verify that campus gates are secured and report same to Site Incident Commander
- Advise Site Incident Commander of all actions taken for information and proper logging
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety
- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

Section: Operations

Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing "missing" occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response
- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
  - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking 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 building**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

Search & Rescue Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response
- **Each Buddy Team will consist of 3 persons**

During Event:

- **Buddy system: 3 persons per Buddy Team**
    - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation firs
    - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking 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**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Responsibility: Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs
- Request assistance from the District Crisis Response Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container
- 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 with staff trained in CISM from the District Crisis Response Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
  - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel

- Report deaths immediately to Operations Section Chief.
  After pronouncement or determination of death:
  - **Do not** move the body until directed by Site Incident Commander
  - **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 Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities 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. 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
- Keep Operations Section Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

Section: Operations

First Aid & Medical Team

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in First Aid and Critical Incident Stress Management (CISM)

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First Aid & Medical Team supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms:
  - Medical Treatment Log
  - Notice of First Aid-Care Provided

Start Up Activities:

- Obtain and wear personal safety equipment including latex gloves
- Use approved safety equipment and techniques
- Check with First Aid & Medical Team Leader for assignment

During Event:

- Administer appropriate first ai
- **Keep accurate records of care given**
- Continue to assess victims at regular intervals
- Report deaths immediately to First Aid & Medical Team Leader
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available

Buddy Teams:

- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Are

Triage Entry Area:

- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments
- Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged
- Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie

Treatment Areas ("Immediate" & "Delayed")

- Completes secondary head-to-toe assessment
- Records information on triage tag and onsite treatment records
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead

After:

- Clean up first aid area. Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations

Reunification Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.

Responsibility: Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

Special Equipment:

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard
- Phone or radio to communicate with team
- Forms: to provide to team
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- Ensure signage for way-finding and instruction is posted throughout the school
- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)
- Refer to School Site Reunification Plan when necessary

During Event:

- Monitor the safety and well-being of the parents, students and staff
- Mitigate any identified problems
- Ensure team members are getting breaks
- Maintain order
- Work with security on any safety issues
- Direct all requests for information to the Public Information Officer

Assembly Area Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in managing large groups of students - Associate Principal or Administrative Designee

Responsibility: Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- If school is evacuating:
  - Verify that the Evacuation Area and routes to it are safe
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate
  - Initiate the set-up of portable toilet facilities and hand washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area
- Administer minor first aid as needed
- Support the Release Gate process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements through the Logistics Section 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 Evacuation Area (or in the buildings)
- Direct all requests for information to the Public Information Officer

Request Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Pens for parents' to complete forms
- Forms:
  - Student Release Form
  - Volunteer Assignment Log

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
- **Refer all requests for information to the District's Communications Officer**
- If volunteers arrive to help, have them report to the Request Area to be registered

Reunification Procedures:

- Requesting parent or guardian 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
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box
- Runner takes form(s) to the designated classroom

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on 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 Notice of First Aid Care Given Form with the runner
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Operations Chief for verification**

Section: Operations

Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or authorized adult at the Release Gate.

Special Equipment:

- Stapler
- Pens for parents to sign Student Release Log
- Student Release Log
- Signs: Release Gate
- Empty file boxes to use for processed Student Release Forms

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Area.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**

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 Notice of First Aid Given Form with the runner.
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate
- Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Section Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification
- Parent should be notified of missing student status 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

Section: Planning & Intelligence

Planning & Intelligence Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Resource Teacher

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

Records:

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content
- Log in all written reports
  - **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**
- File all reports for reference

Student and Staff Accounting:

- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

Situation Status Map:

- Collect, organize and analyze situation information
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (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 Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

Section: Logistics

Logistics Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Equipment:

- Cargo container or other storage facility with all emergency supplies stored on site
- Forms
- Site Status Report
- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed
- Review staff roster and begin call-back, as required

During Event:

- Maintain security of cargo container, 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
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies

Finance & Administration Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards. Office staff.

Responsibility: Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment::

- None

During:

- Receive, record, and analyze Student Accounting Forms
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically
- **Report missing persons and site damage to Planning & Intelligence Section Chief**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- 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
- Determine process for tracking purchases
- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

INITIAL DAMAGE ASSESSMENT

FUNCTIONAL ANNEX D

NOTES ABOUT THIS SECTION FOR DISTRICT OFFICE
Districts may already have an initial or preliminary damage assessment form. It is recommended that districts have some process for collecting damage reports from school sites in the event of a large-scale disaster. This process will be critical if the jurisdiction and/or the district are eligible for FEMA or State reimbursement of disaster funds.

CONDUCTING AN INITIAL DAMAGE ASSESSMENT

Initial damage assessment – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School	Anthony C. Traina Elementary School		DATE:	
Buildings Damaged				
Space is (check all that apply)				
□ Not usable	□ Usable	□ Wet/Damp	□ Dry	□ Unknown
Utilities are operational (check all that apply)				
□ Phone	□ Internet	□ Electrical Power	□ Water	□ Sewer
Ceiling (e.g wet, sagging, collapse)				
Walls (e.g. cracks, watermarks, soot)				
Floor/Carpet (e.g. wet, burnt, torn, mildew)				
Water Leaks (e.g. from roof, through walls, windows)				
Doors/Windows (e.g. broken locks, hinges, awnings)				
Fixtures (e.g. electrical outlets, lighting)				
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)				
Other				

Evacuation Planning for Special Needs

FUNCTIONAL ANNEX E

For People with Disabilities and Special Needs

Anthony C. Traina Elementary School uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

NOTES ABOUT THIS SECTION FOR DISTRICT OFFICE
This document was modified from the National Fire Protection Emergency Evacuation Guide and has been made more school oriented. Before providing the CSSP template to schools, the District should review this Functional Annex to determine any modifications and/or additions to procedures. The form at the end of the Annex can be used by schools to assess their ability to assist individuals with special needs. Although this Functional Annex is not mandatory, the District should ensure that planning for special needs are considered within the CSSP.

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Hard of Hearing or Deaf

Speech Impairment

Cognitive Impairment

Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
    - Self
    - Self with device
    - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
    - Who
    - What
    - Where
    - When
    - How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal "as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability." Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal's behavior poses a direct threat to the health or safety of others.
- The animal's presence would result in a fundamental alteration to the nature of a business or a state or local government's program or activity.
- The animal would pose an "undue hardship" for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person's evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ , for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72¨, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?
Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?
People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one’s arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and

other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?
Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?
If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?
Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?
Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?
People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person
When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People
When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?
Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

OREINTATION/WAY FINDING

Is There a Usable Circulation Path?
Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System
People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies
The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
  - Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
  - Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

  Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?
Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name: _____ Room #: _____

Building (home, office, etc.): _____ Primary Phone: _____

Are Service Animals Present: Yes No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	
Earthquake:	
Flood:	
Storm:	
Attack:	
Other (specify):	

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs *not* obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision *not* obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed?

How will the assistant(s) be contacted in an emergency?

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			
Assistant 5			
Assistant 6			

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

Opioid & Fentanyl Overdose Prevention

FUNCTIONAL ANNEX F

Anthony C. Traina Elementary School PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Anthony C. Traina Elementary School's primary goal in the fight against opioids and fentanyl use is prevention.

Anthony C. Traina Elementary School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

FIVE ESSENTIAL STEPS FOR INDIVIUDALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person′s name.
- If this doesn′t work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person′s upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Anthony C. Traina Elementary School uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher

potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Comprehensive School Safety Plan

2024 - 2025

Corral Hollow Elementary School
Jefferson Elementary School District

Heather Copeland, Principal
7000 Coriander Street
Tracy, CA 95377
209-650-2885

The Comprehensive Safe Schools Plan was last updated on:
February 24, 2025

Board Members

Debbie Wingo
Brian Jackman
Soyeb Palya
Pete Carlson
Todd Wetherell

Superintendent

James W. Bridges, Ed.D.

NOTE: Tactical information is excluded from the public inspection document.
Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (Cal. Educ. Code section 32281(f)(1).)
In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Board of Education's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (Cal. Govt. Code section 6254(aa).)
A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect the PUBLIC COPY of this plan. This document is not available for inspection on the internet.

Raising concerns, asking questions about or filing a complaint on this Comprehensive School Safety Plan
Any individual wishing to raise a concern or ask questions about this Comprehensive School Safety Plan can address these to the school principal and/or safety committee. Any individual, including a person's duly authorized representative, public agency, or organization may file a written complaint alleging a matter which, if true, would constitute a violation by the District of federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination. To file a written complaint, please follow the district's Uniform Complaint Procedures which can be found on the District's Website, Staff Handbook and Student Handbook at jsdtracy.com.

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Development of the Comprehensive School Safety Plan

EDUCATION CODE 32281 BELOW DESCRIBES PARTICIPATION OF SPECIFIC MEMBERS OF THE SCHOOL COMMUNITY IN THE WRITING AND DEVELOPMENT OF THE COMPREHENSIVE SCHOOL SAFETY PLAN.

Education Code 32281

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

THE FOLLOWING INDIVIDUALS CONTRIBUTED TO THE DEVELOPMENT OF THIS COMPREHENSIVE SCHOOL SAFETY PLAN:

TITLE	NAME
Principal/Designee	Heather Copeland
Certificated Employee	Stephanie Merrill
Parent	Paige Bly
Classified Employee	Trinity Johnson
Law Enforcement Agency (Consult)	Tim Brown
Fire Department (Consult)	Tim Spears
Other First Responder (Consult)	
Student (Optional/Recommended)	
Other Member (identify)	Vijay Pasapula, Parent
Other Member (identify)	Qing Zhang, Parent
Other Member (identify)	Kannan Ramamoorthy, Parent
Other Member (identify)	Prashanth Aitha, Parent

District Representative	Alyssa Wooten

Communicating the Plan to the Public

School Site Council or Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below is the date and location this meeting was held and a description of how the public was notified of the meeting.

School Site:	Corral Hollow Elementary School
Date:	February 19, 2025 at 3:30 pm
Location:	Corral Hollow Elementary School Library

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:

The school community was notified via the weekly family newsletter sent through ParentSquare on 1/31/25, 2/7/25, and 2/14/25; via ParentSquare sole communication on 2/15/25; and via the marquee beginning the week of 2/11/25. Additionally, the School Site Council/Safety Committee was notified via email, along with the meeting agenda, on 2/14/25. The agenda for the meeting was posted in the front office for the public on 2/14/25. The mayor, the School Resource Officer, and the Fire Department were emailed about the meeting on 2/11/25.

Minutes from School Site Council Approval of Plan

Corral Hollow Elementary School
School Site Council
Meeting #7
Agenda
February 19, 2025
3:30 pm in the Library

Purpose: Review and approve the 2024 CHES CSSP and the SPSA Goals

I. Welcome
   a. Roll Call (sign-in sheet)
   b. Public comments

II. Approval of Minutes from Previous SSC Meeting

III. Review and approve the 2024 Comprehensive School Safety Plan (CSSP)

IV. Review and approve the 2024 School Plan for Achievement (SPSA) Goals

V. Additional Items

VI. Adjournment

Corral Hollow Elementary School
School Site Council
Meeting #7
Agenda
February 19, 2025
3:30 pm in the School Gym

Meeting Notes

I. Welcome a. Roll Call (sign-in sheet) b. Public comments	called to order at 3:34 a. Prashanth Aitha, Paige Bly, Vijay Pasapula, Stephanie Merrill, Reema Narang, Heather Whigham, Trinity Johnson, Heather Copeland, Amanda Howard, Sapna Samra, Tim Spears b. No Public Comments at this time
II. Approval of Minutes from Previous SSC Meeting	a. add to the minutes **see notes** b. motion to approve notes with updates, Whigham first, Merrill second
III. Review and approve th 2024 Comprehensive Sch Safety Plan (CSSP)	a. Welcome to look through the document with confidential information redacted. Remember most of this is created by the District. We can share this information but a lot of this is confidential. b. Walked through the table of contents, some things that are noted: one way into the neighborhood, evacuation plan, evacuation routes and the plan, chain of command in the event of an emergency. c. P. Aitha asked how are students made aware of the plans? Mrs. Copeland explained that we do monthly drills that are required by the state. We review how the drill went, what we can improve on, what went well…etc. Teachers are trained on these procedures as well. d. Mrs. Copeland passed around the binder for all attendees to review and offered anyone wanting to review in more depth to come to the office to review during operating hours. e. V. Pasapula asked if there are any areas that need to be marked or painted? For example, the fire lane. Mrs. Copeland explained this is a team effort on what needs to happen to make this a safe space.

	f. S. Samra suggested we have volunteers to help maintain the flow of traffic and give parents direction. T. Johnson explained we are actively working to make things better. g. P. Aitha asked how often the safety plan is updated? Mrs. Copeland stated this is a living document which is updated constantly h. P. Bly asked how training for emergency drills is completed? Why is the list of drills not shared with families? Mrs. Copeland stated we want the drills to be as realistic as possible. We also don't want this information to fall into the wrong hands. H. Whigham suggested that they look into the programs listed on the Emergency Procedures pamphlet to help ease their students' nerves. i. Whigham motion to approve; all in favor: 7 all opposed: 1 (Bly) CSSP approved.
IV. Review and approve the 2024 School Plan for Achievement (SPSA) Goals	a. SPSA would typically use the data performed at CHES last year, but since we were not open and did not test last year, there are still a lot of blanks in the system. b. Reviewed DIBELS scores for K-3 c. P. Aitha asked how we can help the students get one-on-one help to improve reading. S. Merrill replied that is what intervention and small groups do, d. Reviewed SARB process. e. We are constantly working to create more incentives. f. P. Aitha asked why the goals are different for attendance? Mrs. Copeland replied we are shooting for the stars! We are so close to our goal so why not aim high? g. We reviewed the PBIS system and what COLTS Cash is. The PBIS teacher team is working on this. h. Corral Hollow has the most English Learners in the District. Half of the students are already 3-4 and ready to be reclassified. 1-2 ratings are receiving additional services. i. S. Samra stated she made a mistake when enrolling her student because they speak another language at home but her student is not fluent in the other language. Mrs. Copeland explained being labeled as an English Learner is not a bad thing, this only means we are providing additional services to be sure our students succeed. j. Merrill moves to vote, Vijay seconds k. P. Aitha asked how the students that need more help are getting assistance. Mrs. Copeland stated they

	attend intervention in 6-8 week cycles. Mrs. Howard was able to elaborate and gave more information after the meeting. l. V. Pasapula calls to vote: all in favor: 8 SPSA approved
V. Additional Items	
VI. Adjournment	Bly adjourned at 4:28, Vijay second.

Assessment of the Current Status of School Crime and Safety

DATA ANALYSIS

Data Source	Conclusions from Safety Committee (administration, parents, classified, certificated, students, etc.)
Suspensions	No suspension data available for the 2023-24 school year
Expulsions	No expulsion data available for the 2023-24 school year
Chronic Absences	No chronic absenteeism data available for the 2023-24 school year
Law Enforcement Calls for Service Report at Site	Two law enforcement calls for service in the 2024-25 school year (8/26/24 and 2/14/25)
Fire Inspection Report Data	From 9/13/24 report: One classroom had a “Housekeeping” issue; Three classrooms had “Interior Finish, Decorative Materials and Furnishings” issues; 1 classroom had a “Fire Protection Systems” issue; one classroom had a “Means of Egress” issue; two issues from “Unlisted item on checklist” section. Issues were corrected by staff.
290 Registrants/Sexual Offenders in area around school (Meghan’s Law)	As of 2/17/25, there are 0 offenders within a 1 mile radius of CHES.
Community Crime data	Between 8/16/24 and 2/16/25 (180 days), there were 20 records of crime reported by Tracy PD within a 1 mile radius of CHES. Breakdown: 8 burglary; 7 larceny; 2 fraud; 2 vehicle break-in/theft; 1 vandalism.
Other data	N/A

Risk Assessment

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.
Prepared for the District's Board of Education's consideration in closed session and law enforcement, including Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Appropriate Programs and Strategies that Provide School Safety

Corral Hollow Elementary School Specific Information

The CSSP is a living document that is reviewed annually by staff, with the most recent review taking place in January 2025, ensuring that the school's safety protocols are continuously updated and aligned with current needs and best practices to maintain a secure learning environment. Staff are trained annually on safety updates.

The campus, built in 2024 with state-of-the-art facilities, a new HVAC system, and adequate lighting, contributes to school safety by providing a comfortable and modern environment that supports both physical well-being and clear visibility, ensuring a safe, healthy, and conducive space for learning.

Environmental design, including natural surveillance and clear wayfinding, contributes to school safety by creating a campus layout with multiple buildings and open play areas that promote visibility and help students and staff navigate the space safely, fostering a secure environment.

Corral Hollow Elementary School is a closed campus. A closed campus contributes to school safety by restricting access to the school grounds, ensuring that only authorized individuals can enter. This helps prevent unauthorized visitors, reduces potential security threats, and allows staff to better monitor who is on campus, maintaining a safer environment for students and staff.

The volunteer and visitor management process, which requires volunteers to complete a district-approved clearance that includes a background check, TB clearance, and fingerprints, contributes to school safety by ensuring that only vetted individuals are allowed on campus, reducing the risk of potential threats and maintaining a secure environment for students and staff.

Emergency drills, such as fire drills and lockdown drills, required monthly by the school district, contribute to school safety by ensuring that students and staff are prepared to respond quickly and effectively in emergency situations, minimizing confusion and enhancing overall preparedness during real emergencies.

Emergency procedures for students with disabilities, including elevator access and trained staff, contribute to safety by ensuring that all students can evacuate the building safely during emergencies. Staff are trained annually to support students with disabilities, providing them with the necessary assistance and ensuring their safety in crisis situations.

Emergency cards in teachers' rooms and the front office contribute to school safety by ensuring that critical contact information, medical details, and emergency procedures are readily accessible, allowing staff to respond quickly and effectively in case of an emergency.

The maintenance staff contributes to school safety by addressing hazard mitigation, ensuring potential risks are minimized, and promptly removing graffiti and repairing vandalism, which helps maintain a clean, secure, and welcoming environment for students and staff.

The campus enhances school safety by employing a school psychologist, a District Nurse, a District School Resource Officer, and collaborating with an outside entity for therapy services,

providing both individual and group sessions to support students' mental and physical well-being.

Administration attended the 2024 School Safety Summit at the San Joaquin County of Education. Administration's attendance contributes to safety by equipping school leaders with the latest strategies, resources, and best practices for enhancing campus security and addressing emerging safety concerns.

The school psychologist has presented bullying prevention assemblies for middle school and in individual TK-4 classrooms. The school psychologist's bullying prevention assemblies for middle school students and individual sessions in TK-4 classrooms contribute to school safety by fostering a positive, respectful school culture, teaching students how to identify, prevent, and address bullying behaviors.

The Boys and Girls Program after school contributes to school safety by providing a structured, supervised environment where students can engage in positive activities, build relationships, and receive support, reducing the risk of negative behaviors and ensuring a safe space after school hours.

Site discipline and Positive Behavioral Support at Corral Hollow Elementary School contribute to school safety by promoting a positive school culture through the Positive Behavior Interventions and Support (PBIS) system. By emphasizing the Colt P.R.I.D.E. pillars (Prepared, Responsible, Independent, Diligent, and Empathetic), students are encouraged to exhibit positive behaviors. Earning Colts Cash for demonstrating these values and spending it at the Colts Cash Store further reinforces responsible behavior, reduces disruptions, and creates a safer, more respectful environment for all.

Trimester awards, such as Outstanding Attendance, Colt P.R.I.D.E., and academic honors, contribute to school safety by fostering a positive and supportive school culture across all grade levels. For TK-3, awards like Outstanding Attendance (earned for a 98% or greater attendance rate) and Colt P.R.I.D.E. (honoring four students per classroom for outstanding citizenship) encourage positive behavior and consistent participation. For grades 4-7, awards such as Outstanding Attendance, Colt P.R.I.D.E., Principal's Honor Roll (for students with a GPA of 3.75 or higher), and Honor Roll (for students with a GPA of 3.0 or higher) promote a strong sense of achievement and responsibility. These recognitions motivate students to engage in positive behaviors, helping to create a respectful and accountable environment that enhances overall school safety and well-being.

Digital citizenship, as taught by Common Sense Media, contributes to school safety by educating students on how to navigate the digital world responsibly, promoting safe online behavior, protecting personal information, and preventing cyberbullying, thus fostering a secure and respectful online environment.

Parental involvement through the Corral Hollow Parent Faculty Association (CHPFA) contributes to school safety by fostering open communication, supporting educational programs, and organizing events that strengthen the school community, ensuring a collaborative effort to address safety concerns and create a supportive environment for students.

Child Abuse Reporting Procedures

Corral Hollow Elementary School adheres to Jefferson Elementary School District Child Abuse Reporting procedures as follows:

Child Abuse Prevention And Reporting **AR 4141.4**

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4 Child

abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to, administrators, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (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 his/her 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. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (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. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has 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. (Penal Code 152.3, 288)

Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

Child Abuse Prevention And Reporting

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

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. (Penal Code 11165.9, 11166)

1. Child Protective Services/CFS (209) 464-4524
2. Tracy Police Department (209) 831-6550
3. Sheriff (Jefferson School) (209) 468-4400

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). (Penal Code 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: (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 shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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 Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (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. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.
(cf. 4119.21/4219.21/4319.21 - Professional Standards) (cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development) (cf. 5145.7 - Sexual Harassment)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

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 Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

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

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.

(cf. 1312.3 - Uniform Complaint Procedures)

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 Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

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

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

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 his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER | TITLE | MANDATED REPORTER CATEGORY

REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip | DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO

REPORTER'S TELEPHONE (DAYTIME) ( ) | SIGNATURE | TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION
☐ COUNTY WELFARE / CPS (Child Protective Services)

AGENCY

ADDRESS Street City Zip | DATE/TIME OF PHONE CALL

OFFICIAL CONTACTED - TITLE | TELEPHONE ( )

C. VICTIM

One report per victim

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

PRESENT LOCATION OF VICTIM | SCHOOL | CLASS | GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO | DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO | OTHER DISABILITY (SPECIFY) | PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME | TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT | PHOTOS TAKEN? ☐ YES ☐ NO | DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | HOME PHONE ( ) | BUSINESS PHONE ( )

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE) | BIRTHDATE OR APPROX. AGE | SEX | ETHNICITY

ADDRESS Street City Zip | TELEPHONE ( )

OTHER RELEVANT INFORMATION

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ | *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT | PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

DISASTER PROCEDURES

Hazard and Threat Specific Procedures
can be found in the Hazard Specific Annexes

General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes

CAMPUS OVERVIEW AND MAPS

Confidential

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.
Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Evacuation and Emergency Area Maps

CONFIDENTIAL
Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.
Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department and San Joaquin County Sherriff's Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

ONSITE EVACUATION ROUTE AND EMERGENCY MAP

Onsite Evacuation Maps

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety using simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) which utilize the Incident Command System (ICS) as the basic response management structure.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school site council and/or school site Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by the Student Services Department.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. Education code 32280 states “It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan.” It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation within 3 months of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

Staff Assigned to Incident Command Team

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to their principal or site administrator.

Drills and Exercises

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

The Principal/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

The California Education Code requires the following drill schedule:

ELEMENTARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each school quarter
Fire Drill (Evacuation)	11-12 times per year (based on school calendar)	Once every calendar month

MIDDLE/INTERMEDIATE SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each quarter
Fire Drill (Evacuation)	4 times per year	Once every quarter

Please note that ALL occupants at your site must participate in these drills

In addition to the drills mandated by the state listed above, the Jefferson Elementary School District recommends the following drills:

RECOMMENDED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Shelter-In-Place Drill	1 or 2	Once - twice per school year
Lockdown Drill	1 or 2	Once - twice per school year

Tabletop Exercises
Incident Command Team members should participate in Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Site administrators are encouraged to engage the staff in table-top exercises twice a year.

Drill & Exercise Compliance
School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency Drill Report form. This form is submitted at the end of the year to the Jefferson Elementary School District Student Services Department, which reviews and ensures District specific items are completed in the Comprehensive School Safety Plan Template}.

CONCEPT OF OPERATIONS

Corral Hollow Elementary School and Jefferson Elementary School District work under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, Corral Hollow Elementary School, and Jefferson Elementary School District utilize the Incident Command System to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):

- **FIELD:** After a given situation, appropriate school personnel at the specific campus(es) will respond and handle the incident. This is called the Field Response.
- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site the District Emergency Operations Center (EOC), will be activated. This is the Local Jurisdiction response. Certain District personnel are members of the EOC who have training and experience to manage and coordinate the overall emergency response for the District. The functions of the EOC will support the needs of the incident via an Incident Commander/EOC Director.
- **COUNTY**: For more widespread or severe situations, such as a major earthquake or flooding, the District will contact San Diego County Operational Area for support. The Operational Area manages and coordinates information, resources and priorities among local governments and entities, such as the District and serves as the coordination and communications link between the District and regional level agencies.
- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State's Mutual Aid Program and 4) the coordination with and use of Operational Areas. Together they create a system for local governments or entities, such as the district, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders.
As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Like SEMS, the National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:

- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.
- Provide a common standard for overall incident management.

NIMS has two basic compliance requirements that are already incorporated into SEMS.

- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.
- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities. NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 “Management of Domestic Incidents,” directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

Corral Hollow Elementary School and Jefferson Elementary School District ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the Human Resource Department for record keeping. Campus resources are inventoried and categorized and available to campus response personnel.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.
- **Expandable and collapsible** – Reponses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section (See Incident Command Position Guides in Functional Annex C)

INCIDENT COMMAND TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

Summary of Incident Command Team Assignments

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
Safety Officer - ensures all activities are conducted in as safe a manner as possible
Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District's Communications Officer is available
Liaison Officer – serves as the point-of-contact for agencies outside of the District's organization
Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

- **Site Facility Check & Security –** lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control
- **Search & Rescue Leader and Team –** conduct search and rescue operations once accountability process has identified missing persons. It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **First Aid & Medical Leader and Team –** provide first aid and medical response including Critical Incident Stress Management (CISM). It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
- **Assembly Area Leader –** ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.
- **Student/Parent Reunification**
    - **Request Area** – process requests by parents or authorized adults for release of students
    - **Release Gate** – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services
Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

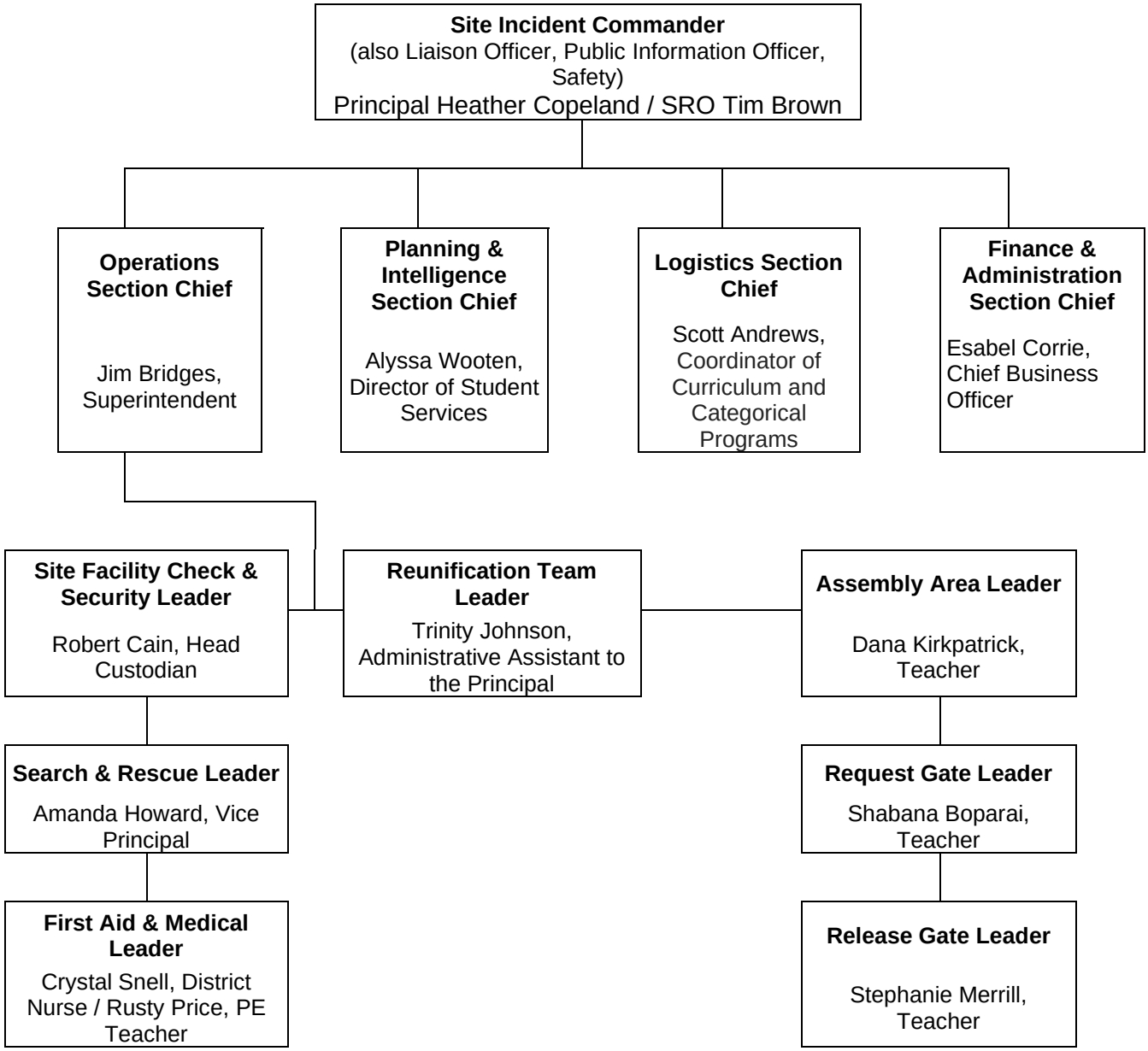
This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

UNIFIED COMMAND

Unified Command exists when two or more organizations/agencies have command authority for an incident, and they work together under a single Unified Command to manage incident response. Unified Command is an application of ICS and may be established at the field response level when more than one agency has jurisdictional responsibilities. Agencies work together through the designated members of the Unified Command to establish their designated ICs (Incident Command) (Incident Command) at the single Incident Command Post (ICP). Under Unified Command, organizations/agencies develop a common set of objectives and strategies which provides the basis for a single Incident Action Plan (IAP).

Corral Hollow Elementary School Incident Command Team Organizational Chart



Corral Hollow Elementary School Incident Command Team Personnel

Position	Personnel
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	Principal Heather Copeland / SRO Tim Brown
Planning Section Chief	Alyssa Wooten, Director of Student Services
Logistics Section Chief	Scott Andrews, Coordinator of Curriculum and Categorical Programs
Finance & Administration Section Chief	Esabel Corrie, Chief Business Officer
Operations Section Chief	Jim Bridges, Superintendent
Site Facility Check & Security	Robert Cain, Head Custodian
Search & Rescue: Leader	Amanda Howard, Vice Principal
S&R Team A	A) James Wright, Teacher B) Mondae Nunes, Teacher C) James Fernandez, Teacher
S&R Team B	A) Matthew Jennings, Teacher B) Seth Strope, Teacher C) Erika McEnery, Teacher
First Aid & Medical: Leader	Crystal Snell, District Nurse / Rusty Price, PE Teacher
First Aid Team A	A) Brittany Szlendak, Teacher B) Heather Whigham, Teacher C) Alyson Azevedo, Teacher
First Aid Team B	A) Ashley Ramirez, Teacher B) Carly Johnson, Teacher C) Aydan Selvidge, Teacher
Reunification Team Leader	Trinity Johnson, Administrative Assistant to the Principal
Assembly Area Leader	Dana Kirkpatrick, Teacher
Request Gate Leader	Shabana Boparai, Teacher
Request Gate Team	A) Rowena Isip, Teacher B) Kayla DaRosa, Teacher C) Leah Watts, Teacher
Release Gate Leader	Stephanie Merrill, Teacher
Release Gate Team	A) Alicia Williams, Teacher B) Mikayla Sanders, Teacher C) Tony Barreto, Teacher

Disaster Service Worker Status

All public employees are required to take an “Oath of Allegiance” (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

California Government Code (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public district. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

Government Code 3100

> *It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.*
> *(Amended by Stats. 1971, Ch. 38.)*

OATH OR AFFIRMATION

All certificated employees shall comply with the legal requirement to subscribe to an oath or affirmation to support the institution and policies of the United States and the State of California. The oath or affirmation shall be filed with the Commission of Teacher Credentialing.

All public employees are disaster service workers. As such, before beginning employment with the district, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors. (Government Code 3100-3102)

The Superintendent or designee shall administer the above oath when district employees are hired.

Legally employed noncitizens shall be exempt from taking this oath. (Government Code 3101)

At the advice of legal counsel, the Superintendent or designee may exempt a prospective employee from taking the above oath if he/she raises a valid religious objection.

Legal Reference:

EDUCATION CODE
60 Persons authorized to administer and certify oaths 44334
Oath or affirmation
44354 Administration of oath GOVERNMENT
CODE
3100-3109 Oath or affirmation of allegiance CALIFORNIA
CONSTITUTION
Article 20, Section 3 Oath of office COURT
DECISIONS
Chilton v. Contra Costa Community College District 55 Cal. App. 3d 544 (1976) Vogel v.
County of Los Angeles (1967) 68 Cal. 2d 18, 22

Policy
adopted: October 10, 1989
reviewed: March 9, 1999
reviewed: September 11, 2001

JEFFERSON SCHOOL DISTRICT
Tracy, California

Emergency Communications

Communications before, during and after an emergency are critical. The school will use a variety of communication tools to prepare for, respond to and recover from critical incidents. Below are different tools the school will use to communicate with the different stakeholders.

COMMUNICATION TOOLS MATRIX		
MODE	**ADVANTAGES**	**DISADVANTAGES**
DISTRICT E-mail	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
Web Page Post	For parents/community. Easy, quick	Requires user to visit website
MNS Text Message	For parents/community and staff. Message can reach recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
MNS Email	For parents/community.	Requires users to update contact information (including personal e-mail) and to be able to access a device.
Staff Email	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
MNS Voice Message to all **NOT RECOMMENDED see disadvantages**	Reaches all those with phones	Requires user to listen to phone messages. The delay in reaching audiences may cause confusion as messages may be hours old.
Zoom	Able to meet virtually; large audience	Must send out link to zoom meeting; individuals must join
Social Media	Facebook, Instagram and Twitter are popular with students, message can reach recipient regardless of location.	Requires user to be a “fan” or “follower” of District/Campus sites and have access to a wireless device.
Public Announcement System	Wide broadcast; reaches outdoor	May be hard to hear on parts of campus
Fire Alarm System	Wide broadcast; easily heard	Only alarm – no voice feature.
Bullhorns	Mobile; allows for targeted messages to different geographic audiences; doesn’t require electricity or connectivity	Reaches a limited audience; time consuming

Digital Marquee	Gets message to local traffic and public before entering campus	May be difficult to post from a variety of devices.
Runners	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
Two-Way Radios	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
Cell phones	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
Landlines (analog or digital)	Good for one-to-one communication	Limited mobility.

Emergency Notifications to Campus

First priority during any emergency on school campus is to notify the staff and students in order to provide proper response procedures. The following systems will be used on-campus during an emergency to communicate response protocols:

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm	P.A. System
Duck, Cover, Hold On	P.A. System	In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	P.A. System	If P.A. system is not working, use email or written notes to classes
Secure Campus	P.A. System	
Lockdown	P.A. System	Evidence of gunfire or threat of violence on campus.
All-Clear	P.A. System	

All site occupants need to know the emergency terminology above and the actions to take for each.

Emergency Notifications to Outside Entities

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	• When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> • Delivered through multiple channels like text messages, emails, and automated phone calls • Provide clear and concise information about the situation, next steps, and a designated contact point, while emphasizing that parents should stay calm, wait for updates, and avoid coming to the school unless instructed to do so
	<u>After an emergency:</u> • Provide date and time of “all-clear” notice • Provide actions required to resume normal campus operations • Provide explanation of the resolution/conclusion of incident • Provide website, telephone number, or other sources for additional information regarding incident

Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent's Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the "Emergency Notifications" section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
District Superintendent's Office	9-1-1	209-836-3388
District Facilities	9-1-1	209-835-3968
District Emergency Preparedness	9-1-1	209-839-3763
District Risk Management	9-1-1	209-836-3388
District Transportation	9-1-1	209-835-3968

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Tracy Police Department	9-1-1	209-831-6550
South San Joaquin County Fire Authority	9-1-1	209-831-6700
San Joaquin County Sherriff	9-1-1	209-468-4400
Pacific Gas & Electric	9-1-1	877-660-6789
S.J. County Hazardous Waste Disposal		209-468-3066
S.J. County Public Health Services		209-468-3400
S.J. County Office of Emergency Services		858-565-3490
Poison Control	800-222-1222	
S.J. County Animal Control		209-831-6364
Sewer		209-831-6330

Standardized Emergency Response Actions

San Joaquin County Office of Education along with all the County law enforcement partners and school districts developed standardized terminology for the most common types of actions necessary during an emergency. Standardized terminology is critical to promote understanding among all parties involved in managing an incident.

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.
See Functional Annex A for more information on Standardized Emergency Response Actions

Type	Definition
STATUS	**ALL CLEAR** communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	**LOCKDOWN** is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. • Lock the doors; • Close and lock windows, and close blinds or cover windows; • Turn off lights; • Silence all electronic devices; • Remain silent; • Use strategies to silently communicate with first responders if possible, • Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and • Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

	TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. • Move students and staff into the school's permanent buildings, on the ground floor. • Group students/staff together at the furthest point away from windows on the floor. ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck • If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EVACUATION	**EVACUATION** is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	**STRUCTURED REUNIFICATION** is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires: • Maintaining accurate information on the location of each child. • Preventing unauthorized individuals from having access to or removing children. • Verifying the identity of individuals coming to take custody of children. • Verifying each individual has the legal right to take custody the child for which they have asked. • Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

SEE FUNCTIONAL ANNEX A for more information on these standardized responses

Emergency Facilities

CONFIDENTIAL
Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.
Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the **Tracy Police Department and San Joaquin County Sherriff's Department.** ***(See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)***

Emergency Supplies/Disaster Containers

Location of Emergency Supplies/Disaster Container

This site's Emergency Supplies/Disaster Container is located: in the supply closet in the Front Office of Corral Hollow School

All Emergency Supplies Kits/Disaster Containers and their contents are the responsibility of the Site Incident Commander. The District recommends the Site Incident Commander conduct annual inspections/inventory by September 30th each year. The responsibility to inspect and replace non-operating equipment and supplies belongs with the site.

The Emergency Supplies/Disaster Container includes resources needed by the ICT during activation. The following list describes the equipment and supplies that the District recommends be included inside the Emergency Supplies/Disaster Container:

- Command Kit
- First Aid/Medical Team Supplies
- Search & Rescue Supplies
- Crisis Response Box (1 of 2 boxes. The other is kept in the main office)

EMERGENCY KIT CONTENTS

COMMAND KIT

The following items are recommended items for the Command Kit and should be located in a black duffle bag or rolling bin. The Command Kit should be kept in the main office and be available to grab and go during any emergency.

COMMAND KIT			
ITEM	UNITS	ITEM	UNITS
Portable Megaphones	1	Tissues/Tissue Packages	5
ICT Walkie-Talkies	Site Alloc.	Utility/Duct Tape	2
AM/FM Solar or Battery Powered Radio	1	Caution Tape	1
Batteries for any necessary devices (radios, walkie talkies, flashlights, lanterns).	Amount Necessary	Steno Pads	5
Lanterns	2	Safety Vests	5-10
Tarps (16x20, 10x10 or other sizes)	2-6	Pens	Amount Necessary
Pop-up Tent/Canopy	Optional	Pencils	Amount Necessary

FIRST AID & MEDICAL TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the First Aid & Medical Team Supplies and should be located in a red duffle bag or rolling bin.

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	UNITS	ITEM	UNITS
4 x 4” compress	1000	Procedure Masks	500
8 x 10” compress	150	Sanitary Napkins	100
Gauge bandages (Kling)	500	Stretchers or backboards	2
Head Immobilizer	1	Scissors, paramedic	4
Elastic Bandages (4" x 4.5 yards)	12	Tweezers	3
Elastic Bandages (2" x 4.5 yards)	12	Triage tags	50
Triangular bandage	24	Triage Kit (Tarps, Tags, etc.)	optional
Hand/wrist splint	24	Non-Latex gloves	200
Arm splints	24	Oval eye patch	50
Leg Splint	24	Medical Tape (cloth 1" x 10 yds)	40
Steri-strips or butterfly bandages	100	Medical Tape (cloth 2" x 10 Yds)	25
Water pouches (for flushing wounds, etc)	192 (or three cases)	First Aid Books	1
Hydrogen Peroxide	10	First Aid Pocket Guide	1

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
Emergency Blankets (disposable)	50	Stretch Gauze Roll (2 x 4.1 Yds)	20
Mylar Blankets	500	Burn gel	2 bxs
Stretch Gauze Roll (3 x 4.1 Yds)	20	Ice packs	20
Bandages (3/4 x 3")	4 bxs	Eye Wash	5
Sting relief	2 bx	Iodine Swabs	2 bxs
Tourniquets	10	Antiseptic Hand Gel or Packets	4 bxs or 4 bottles

SEARCH & RESCUE TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the Search & Rescue Team kits and should be located in a rolling bin:

SEARCH & RESCUE TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
Mylar Blankets	5	Hard Hats	6-9
Adjustable Wrench 10”	1	Hammer Claw	1
Bolt Cutter	1	Leather Palmed Gloves (Pairs)	6-9
Light Sticks	1 pkg	Linesman, Plier	1
Chalk	1 bx	Locking Grip Pliers	1
Cribbing Wood	Optional	Lumber Crayons	2-4
Digging Bar/ Pry bar	1	Pipe Wrench 14” (Utility shut off)	1
Dust Masks	18	Pliers	1
Eye Guards/Safety Glasses	9	Rope	1
Grease Markers	2-4	Batteries for Flashlight	Amount necessary
Whistles	6-9	Safety Vests	6-9
Flashlights	6-9	<u>Small First Aid Kits</u> Triangular Bandages Bandages (asst.) Ice pack Gauze roll Cloth tape Tongue depressors Gauze pad Sanitary Napkin Scissors Wet-Wipe towelettes Non-latex glozes	3
D-Handle Shovel	1		
Screwdriver Set	1		
Safety Cones	Optional 3-4		
Utility Knife	1		
Steel Digging Bar	2		
Hydraulic Jack	Optional		
Wool Blanket	2		

CRISIS RESPONSE BOXES

The District recommends each site maintain two Crisis Response Boxes. State regulations require one box for the First Responder Incident Commander. The District recommends that the site maintain an identical copy for use by the Incident Command Team.

It is recommended to place the two boxes in separate areas, one in the front office near the Secretary's desk and one with the other Emergency Supplies. This provides a back-up if one area cannot be accessed during the emergency.

The Crisis Response Boxes are large file folder boxes with wheels. The boxes are clearly labeled and contain vital information needed by the ICT and First Responder Incident Commander. The following are recommended for each box:

CRISIS RESPONSE BOXES	
	Current copy of the Site Disaster Procedures (this section of the Comprehensive School Safety Plan.
	Current map of site or school layout. Map must show all buildings, classroom numbers, onsite and offsite evacuation maps.
	Most current site map (plot plans available through Facilities).
	Current roster of students and staff assigned to the site. These rosters should include information about individuals with special needs. And be available in several formats for ease of use: alphabetical, grade level, class roll and have emergency contact/release information.
	If available, a list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
	If available, current student photos or most recent class photo on external drive.
	Telephone numbers listed in order of building sequence.
	List of health concerns for students and staff.
	Staff emergency forms.
	Area maps and school maps.
	Safety vests, whistles, flashlights, batteries, pens and any other beneficial equipment.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander.

CLASSROOM EMERGENCY KIT

The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office, library, lounge, and in every classroom. The recommended items for Classroom Emergency Kit include:

CLASSROOM EMERGENCY KIT			
ITEM	**UNITS**	**ITEM**	**UNITS**
Emergency Response Procedures (located in this portion of the CSSP)	1	**First Aid Supplies (put in large zip-lock bag)**	
Soft paint brush for removing glass fragments	1	• Direct pressure compress/sterile pads	4
Disposable non-latex gloves	4-6	• Triangular bandages	5
Identification vest, sash, hat, cap or visor for each teacher and aide	1	• Assorted size band aids	1 bx
Self-Stick name tags	1 per child	• Instant cold packs	2
Safety Pins	50	• Gauze bandages rolls (2”)	4
Pens, pencils, small pad of paper	multiple	• Cloth Tape (1/2”)	1
Whistle	1	• Splints (short enough to fit in backpack)	3
Activities for students (e.g., things for children to do while waiting for parents)	multiple	• 4 x 4” gauze pads	4
Tarp or shower curtain (to sit on)	1-2	• Tongue depressors	10
Kleenex (small individual packages)	5	• Sanitary pads (for use as large dressings)	4
Pre-moistened wipes	50	• Scissors (small classroom type)	1
Room number and teacher’s name written at least 5” high on a 8 ½ x 11” piece of cardboard	1	• Flex Wrap Bandages	2

Suspension & Expulsion Policies

Corral Hollow Elementary School adheres to Jefferson Elementary School District Suspension and Expulsion Policies as follows:

Students BP 5144.1(a)

SUSPENSION AND EXPULSION/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.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)

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, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (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

(cf. 5112.5 - Open/Closed 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student’s presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes) (cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

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

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 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.

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. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053- 11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board Meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or 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. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, 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. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USD 7961. Suspension and expulsion data shall be reported to the board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, students with disabilities, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

<u>EDUCATION CODE</u>
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985 35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools) 35291.5 Rules and procedures on school discipline 48645.5 Readmission; contact with juvenile justice system 48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion 48950 Speech and other communication 48980 Parental notifications
49073-49079 Privacy of student records
52060-52077 Local control and accountability plan 64000-64001 Consolidated application
<u>CIVIL CODE</u>
47 Privileged communication
48.8 Defamation liability
<u>CODE OF CIVIL PROCEDURE</u>
1985-1997 Subpoenas; means of production
<u>GOVERNMENT CODE</u>
11455.20 Contempt

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):

54950-54963 Ralph M. Brown Act HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules
LABOR CODE
230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child
PENAL CODE
31 Principal of a crime, defined 240
Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse 286
Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness
WELFARE AND INSTITUTIONS CODE
729.6 Counseling
UNITED STATES CODE, TITLE 18
921 Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting 7151
Gun-free schools
UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)

SUSPENSION AND EXPULSION/DUE PROCESS (continued)

Legal Reference (continued):
80 Ops.Cal.Atty.Gen. 85 (1997)
Management Resources:
CSBA PUBLICATIONS
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights:
http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Drug-Free Schools:
http://www.ed.gov/about/offices/list/osdfs

Procedures for Notifying Teachers of Dangerous Pupils

Corral Hollow Elementary School adheres to the Jefferson Elementary School District Procedures for Notifying Teachers of Dangerous Pupils as follows:

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.
a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section
b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.
c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

District Responsibility to Inform Teachers of Criminal History

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

a) Causing, attempting, or threatening physical injury to another;
b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
d) Committing or attempting to commit robbery or extortion;
e) Damaging or attempting to damage school property;
f) Stealing or attempting to steal school or private property;
g) Committing an obscene act or engaging in habitual profanity or vulgarity;
h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;<
i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
j) Knowingly receiving stolen school or private property.

A district employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to $1,000 fine or both.
Such information is confidential and shall not be further disseminated. Ed. Code 49079.

If a minor enrolled in a public school (grades K-12) is found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault or battery, larceny, vandalism, or graffiti, the court must send written notice to the school superintendent within seven days. The information shall be expeditiously transmitted to any counselor who directly supervises the student and may be transmitted to any teacher or administrator with direct supervisorial or disciplinary

responsibility over the minor who needs the information in order to work with the student, to avoid being needlessly vulnerable, or to protect other persons from needlessly vulnerability. Any information received by a teacher shall be received in confidence for the limited purpose of rehabilitating the minor and protecting students and staff and shall not be further disseminated except insofar as communication with the juvenile, his or her parents, probation officer, and law enforcement is necessary for these purposes. Welf. & Inst. Code 827 (b).

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Corral Hollow Elementary School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "*" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Discrimination & Harassment Policy

Corral Hollow Elementary School adheres to the Jefferson Elementary School District Discrimination and Harassment Policy

STUDENTS **AR 5145.3**

NONDISCRIMINATION/HARRASSMENT

The district designates the individual(s) identified below as the Compliance Officer(s). The employee(s) is responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies.
The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination of a student, and the Title IX Coordinator specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment as the responsible employee to handle complaints alleging unlawful sex discrimination and sex-based harassment, as permitted by law. The Compliance Officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com or
Director of Special Education
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
nkilgore@jsdtracy.com

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 Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sex-based harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.1, 234.6)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

4. Post in a prominent location on the district website in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex; sex characteristics; sexual orientation; gender; gender identity; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and parental, marital, and family status, including the following: (Education Code 221.6, 221.61, 234.6)

    a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address

    b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

    c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

        i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

        ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on OCR's website

        iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

    d. A link to the Title IX information included on the California Department of Education's (CDE) website

5. By April 1, 2025, post CDE's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form to the district (Education Code 33353)

6. Post in a prominent location on the district's website and include in each handbook, catalog, announcement, bulletin, and application form for students, parents/guardians or other authorized legal representative, and employees, the Title IX notice of nondiscrimination which includes the following: (34 CFR 106.8)

a. The district does not discriminate on the basis of sex in any education program or activity that it operates

b. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator and/or OCR

c. The name or title, office and email address, and telephone number of the district's Title IX Coordinator

d. How to locate the district's nondiscrimination policy and the district's grievance procedures for Title IX complaints

e. How to report conduct that may constitute sex discrimination under Title IX

f. How to make a complaint of Title IX sex discrimination

If necessary due to the format or size of any publication specified above, the district may include only the statement that the district prohibits sex discrimination in any education program or activity that it operates, that individuals may report concerns or questions to the Title IX Coordinator, and the location of the complete notice on the district's website.

The district shall not distribute a publication stating that the district treats students, employees or applicants differently on the basis of sex, unless such treatment is permitted by Title IX.

7. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families (Education Code 234.5)

   Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

8. 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

9. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students

   The notice shall inform students and parents/guardians that they may request to meet with the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

10. Ensure that students and parents/guardians, including those 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

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

11. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or 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 details of guidelines the district may use to provide a discrimination-free environment for all district students.

12. Provide to certificated employees serving students in grades 7-12 information on existing school and community resources related to the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students, or related to the support of students who may face bias or bullying on the basis of any of the actual or perceived characteristics in Penal Code 422.55, including immigration status; Education Code 220; and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation; or association with a person or group with one or more of these actual or perceived characteristics (Education Code 234.1)

13. For the 2025-2026 school year through the 2029-2030 school year, provide annually to certificated employees serving students in grades 7-12 at least one hour of training to support LGBTQ+ cultural competency in accordance with Education Code 218.3

14. 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 (Education Code 234.1)

15. 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 from threatened or potentially discriminatory behavior and ensure their privacy rights

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, Title IX Coordinator, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer, Title IX Coordinator, or principal, regardless of whether 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, Title IX Coordinator, or principal within one workday, regardless of whether 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. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, Compliance Officer, or Title IX Coordinator, the principal, Compliance officer, or Title IX Coordinator shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sex discrimination, including sex- based harassment, the right to initiate the Title IX grievance procedures as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer or Title IX Coordinator shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, Compliance Officer, Title IX Coordinator, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

SEX DISCRIMINATION AND SEX-BASED HARRASSMENT

The district does not discriminate on the basis of sex in any of its programs or activities and complies with Title IX of the Education Amendments of 1972 and its implementing regulations. Sex discrimination, including sex-based harassment, is prohibited in district education programs and activities.

Definitions

Sex discrimination includes treating a student differently with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services based on the student's sex, sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; or the student's association with a person or group with one or more of these actual or perceived characteristics.

Sex discrimination, including sex-based harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct and occurs when 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.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, or other bases specified above. Conduct will constitute sex-based harassment when it takes the form of: (34 CFR 106.2, 106.11)

1. Quid pro quo harassment: A district employee, agent, or other individual authorized by the district to provide an aid, benefit, or service in the district's education program or activity conditioning the provision of district aid, benefit, or service on a student's participation in unwelcome sexual conduct

2. Hostile environment harassment: Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the district's education program or activity

   Any prohibited conduct that occurs off campus or outside of school-related or school- sponsored programs or activities will be regarded as sex-based harassment in violation of district policy if it has a continuing effect on a student's ability to participate in or benefit from district educational programs or activities.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 CFR 106.2

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 educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

3. The conduct 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

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Examples of Sex Discrimination and Sex-Based Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sex- based harassment, under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sex-based slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sex-based jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sex-based rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX. The individual(s) shall also serve as the Compliance Officer(s) specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator(s) may be contacted at:

Director of Human Resources
1219 Whispering Wind Drive Tracy, CA 95377
(209) 836-3388
estroup@jsdtracy.com

Notifications

To prevent unlawful sex discrimination and sex-based harassment in district programs and activities, the Superintendent or designee shall provide notifications and implement measures to prevent discrimination and harassment as specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

In addition to the measures to prevent discrimination specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment, the Superintendent or designee shall ensure that a copy of the district's sex discrimination and sex-based harassment policy and regulation:

1. Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

   The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

3. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sex discrimination, including sex-based harassment, in a district program or activity or who has witnessed sex discrimination, including sex-based harassment, is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes sex discrimination or sex-based harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sex discrimination or sex-based harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

Complaint Procedures

All complaints and allegations of sex discrimination and sex-based harassment shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, regardless of whether 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. (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.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and

male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, sex stereotypes, sex characteristics, sexual orientation, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct that are prohibited in the district and which may constitute sex-based hostile environment harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex

5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent

6. Using gender-specific slurs

7. Assaulting a student because of the student's gender, sex characteristic, sexual orientation, gender identity, or gender expression

To ensure that intersex, nonbinary, 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 intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information

   The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

   The district shall 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. (Education Code 220.3, 220.5; 34 CFR 99.31, 99.36)

The district shall only allow disclosure of a student's personally identifiable information to employees in accordance with law. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee 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 the employee is required to disclose or report the student's information pursuant to this administrative regulation, 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 the student's status as an intersex, nonbinary, 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 student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's 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 request assistance in doing so.

2. Determining a Student's Gender Identity: The Compliance Officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose

3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained

   The meeting shall discuss the intersex, nonbinary, 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 the student's status as an intersex, nonbinary, transgender, or gender- nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the

   student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex- segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity

   To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options 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, 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 the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's 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 the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

Beginning July 1, 2026, each school shall provide and maintain at least one all-gender restroom for student use that meets the requirements of Education Code 35292.5.

5. Student Records: Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name

   A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

   However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record

   However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying board policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site

TITLE IX SEX DISCRIMINATION AND SEX-BASED HARRASSMENT COMPLAINT PROCEDURES

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district student, while in an education program or activity, was subjected to conduct on or after August 1, 2024, including, but not limited to, conduct that is under the authority of the district, that constitutes sex discrimination, including sex-based harassment. For conduct that occurred prior to this date, the district should utilize its policies in place at the time the alleged sex discrimination, including sex-based harassment, occurred, so long as they are in accordance with the applicable statutes and regulations.

Sex discrimination and sex-based harassment include, but are not limited to, sex-based conduct as specified in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably

2. Ensure that the Title IX Coordinator or designee, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent

   The investigator and the decisionmaker may be the same person as the Title IX Coordinator or designee.

3. Presume that the respondent is not responsible for the alleged sex discrimination, including sex-based harassment, until a determination is made at the conclusion of the grievance procedures

4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, such as evaluation of whether to dismiss or investigate a complaint, investigation, decision, and appeals if any

5. Establish a process that allows for the reasonable extension of timeframes on a case-by- case basis for good cause with notice to the parties that includes the reason for the delay

Additionally, the district shall not disclose personally identifiable information obtained while implementing Title IX complaint procedures unless the district has obtained prior written consent from a person with the legal right to consent to the disclosure; the information is disclosed to a parent/guardian or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue; to take action to address conduct that reasonably may constitute sex discrimination under Title IX, including sex-

based harassment, in the district's education program or activity; as required by federal law, regulations, or as a condition to a federal award; as required by state or local law; or to the extent such disclosures are not otherwise in conflict with Title IX. (34 CFR 106.44)

If either party is a student with a disability, the Title IX Coordinator or designee shall consult with one or more members, as appropriate, of the student's individualized education program or 504 team, to determine how to comply with the requirements of the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Filing a Complaint

Upon receiving information from an allegation of sex discrimination, include sex-based harassment, the Title IX Coordinator or designee shall notify the individual(s) specified in law of the Title IX grievance procedures, and of the informal resolution process, if available and appropriate.

A *complaint* is an oral or written request that can objectively be understood by the Title IX Coordinator or designee as a request for the district to investigate and make a determination about alleged sex discrimination, including sex-based harassment. (34 CFR 106.21)

Complaints of sex discrimination and sex-based harassment may only be brought by a student, or former student, who was participating or attempting to participate in the district's education program or activity at the time of the alleged sex-based harassment, a parent/guardian or other authorized legal representative with the legal right to act on behalf of the student, or the Title IX Coordinator or designee. (34 CFR 106.45)

If the alleged victim chooses not to bring a complaint, or withdraws any or all of the allegations in a complaint, and in the absence or termination of an information resolution process, the Title IX Coordinator or designee shall consider whether to initiate a complaint. To do so, the Title IX Coordinator or designee shall first consider the following factors: (34 CFR 106.44)

1. The victim's request not to proceed with initiation of a complaint

2. The victim's reasonable safety concerns regarding initiation of a complaint

3. The risk that additional acts of sex discrimination, including sex-based harassment, would occur if a complaint is not initiated

4. The severity of the alleged sex discrimination or sex-based harassment, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence

5. The age and relationship of the parties, including whether the respondent is an employee of the district

6. The scope of the alleged sex discrimination, including information suggesting a pattern; ongoing sex discrimination, including sex-based harassment; or sex discrimination, including sex-based harassment, alleged to have impacted multiple individuals

7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination, including sex-based harassment, occurred

8. Whether the district could end the alleged sex discrimination, including sex-based harassment, and prevent its recurrence without initiating the Title IX grievance procedures

If, after considering these factors, the Title IX Coordinator determines that the alleged conduct presents an imminent and serious threat to the health and safety of the complainant or another person, or that the conduct as alleged prevents the district from ensuring equal access to a district program or activity on the basis of sex, the Title IX Coordinator may initiate a complaint.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall provide the alleged victim notice of the complaint, as well as other notices as required by the Title IX regulations at specific points in the complaint process. The Title IX Coordinator shall also address reasonable concerns about the victim's safety or the safety of others, including providing supportive measures as described in "Supportive Measures" below, and taking other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district. (34 CFR 106.44)

The Title IX Coordinator or designee, investigator, decisionmaker, other person who is responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.8. (34 CFR 106.44)

The Title IX Coordinator shall monitor the district for barriers to reporting information about conduct that reasonably may constitute sex discrimination, including sex-based harassment, under Title IX, and take steps reasonably calculated to address such barriers. (34 CFR 106.44, 106.45)

Supportive Measures

Upon receipt of a report of Title IX sex discrimination or sex-based harassment, the Title IX Coordinator or designee shall offer and coordinate supportive measures. Supportive measures may vary depending on what the district determines to be reasonably available and shall not unreasonably burden either the complainant or respondent. Supportive measures shall be provided without charging a fee to the complainant or respondent and be designed to protect the safety of the complainant, respondent, and the district's educational environment, and to provide support during any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44. The district shall not impose such measures for punitive or disciplinary reasons. Supportive measures may include, but are not limited to, counseling; extensions of deadlines and other course-related adjustments; changes in class, work, housing, or extracurricular or any other activity regardless of whether there is a comparable alternative; campus escort services; modifications of class schedules; mutual restrictions on contact; changes in class locations; increased security; monitoring of certain areas of the campus; and, training and education programs related to sex-based harassment. (34 CFR 106.2, 106.44)

Unless there is an allegation of sex-based harassment or retaliation, the district may provide supportive measures without altering the alleged discriminatory conduct. (34 CFR 106.44) Upon the conclusion of any grievance procedures implemented as specified in 34 CFR 106.45 or informal resolution process as specified in 34 CFR 106.44, the district may continue with the supportive measures, or modify or terminate such measures, as appropriate. (34 CFR 106.44)

The district shall provide a complainant or respondent for whom supportive measures have been implemented with a timely opportunity to seek, from an impartial employee with authority to modify or reverse the supportive measures, modification or reversal of the district's decision to provide, deny, modify, or terminate such measures, and to seek additional modification or termination of the supportive measures if circumstances materially change. (34 CFR 106.44)

The district shall not disclose information about supportive measures to any person other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless the disclosure is necessary to providing the supportive measures, or restoring or preserving a party's access to the district's education program or activity. (34 CFR 106.44)

Emergency Removal from School

A student shall not be disciplined for alleged sex discrimination, including sex-based harassment, under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an imminent and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the IDEA or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator or designee may dismiss a complaint if: (34 CFR 106.45)

1. The district is unable to identify the respondent after taking reasonable steps to do so

2. The respondent is not participating in the district's education program or activity and is not employed by the district

3. The district determines that the conduct alleged in the complaint, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX

   Before dismissing the complaint, the Title IX Coordinator shall make reasonable efforts to clarify the allegations with the complainant.

4. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the Title IX Coordinator determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination, including sex-based harassment, under Title IX, even if proven

The Title IX Coordinator shall determine whether to dismiss or investigate any complaint of sex discrimination, including sex-based harassment, within 10 working days, unless such timeline is extended in accordance with this administrative regulation.

Upon dismissal, the Title IX Coordinator shall promptly notify the complainant of the dismissal and the reasons for the dismissal. Additionally, if the dismissal occurs after the respondent has been notified of the allegations, the Title IX Coordinator shall provide such notification to the respondent, which shall occur simultaneously to both parties if the notification is in writing. The Title IX Coordinator shall also inform the complainant, and the respondent if the dismissal occurs after the respondent has been notified of the allegations, of their right to appeal. Dismissals may be appealed on the following bases: (34 CFR 106.45)

1. A procedural irregularity that would change the outcome

2. New evidence that would change the outcome and that was not reasonably available when dismissal was made

3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

If the dismissal is appealed, the district shall: (34 CFR 106.45)

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent

2. Implement appeal procedures equally for the parties

3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint

4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations

5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome

6. Notify the parties of the result of the appeal and the rationale for the result

If a complaint is dismissed, the Title IX Coordinator or designee shall offer supportive measures as described above in "Supportive Measures" to the complainant. Additionally, the respondent shall be offered supportive measures if the complaint was dismissed because the complainant voluntarily withdrew any or all of the allegations in the complaint and the district determined that without the withdrawn allegations the conduct, even if proven, would not constitute sex discrimination, including sex-based harassment, under Title IX, or if the complaint was dismissed because the district determined, after taking reasonable efforts to clarify the allegations of the complaint, that the alleged conduct would not constitute sex discrimination, including sex-based harassment, even if proven. The Title IX Coordinator shall also take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

At any time prior to determining whether sex discrimination, including sex-based harassment, occurred under the complaint procedures specified in 34 CFR 106.45, the district may offer, if it is determined to be appropriate upon receiving information about conduct that reasonably may constitute sex discrimination under Title IX or when a complaint of sex discrimination is made, an informal resolution process, such as mediation,

to the complainant and respondent. However, the district shall not offer an informal resolution process if the complaint alleges that an employee engaged in sex-based harassment of an elementary or secondary school student or that such process would conflict with federal, state, or local law. (34 CFR 106.44)

The district shall not require or pressure a party to participate in the informal resolution process, or to waive the right to an investigation and determination of a complaint as a condition of participation in the district's education program or activity, or exercise of any other right. The district may decline to offer an informal resolution process including, but not limited to, when the district determines that the alleged conduct would present a future risk of harm to others. (34 CFR 106.44)

The district may facilitate an informal resolution process provided that the district, prior to initiating such process: (34 CFR 106.44)

1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process; the right to withdraw from the informal process and resume the formal complaint process; the inability to initiate or resume complaint procedures arising from the same allegations once the informal resolution process is concluded; the potential terms that may be requested or offered in an informal resolution agreement, including that the agreement would only be binding on the parties; and the information that the district will maintain and whether and how the district could disclose such information for use in Title IX grievance procedures if such procedures are initiated or resumed

2. Obtains the parties' voluntary consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

The Title IX Coordinator or designee shall ensure that the facilitator of the informal resolution process is not the same person as the investigator or decisionmaker of any ongoing or newly initiated complaint process specified in 34 CFR 106.45, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and receives training in accordance with 34 CFR 106.8. (34 CFR 106.44)
If the district facilitates an informal resolution process, the Title IX Coordinator shall, to the extent necessary, take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district' education program or activity. (34 CFR 106.45)

Notice of Allegations

If the district initiates a formal Title IX investigation, the Title IX Coordinator or designee shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. Sufficient information, available at the time, to allow parties to respond to the allegations, including, to the extent available, the identity of parties involved in the incident(s), the conduct allegedly constituting sex discrimination, including sex-based harassment, and the date(s) and location(s) of the alleged incident

   Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

   If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that retaliation is prohibited

4. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of such evidence, as specified

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator or designee.

Consolidation of Complaints

The district may consolidate complaints of sex discrimination, including sex-based harassment, against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party, when the allegations of sex discrimination, including sex-based harassment, arise out of the same facts or circumstances. (34 CFR 106.45)

Investigation Procedures

The district shall provide for adequate, reliable, and impartial investigation of complaints. (34 CFR 106.45)

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present fact witnesses, and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible

2. Review all evidence gathered through the investigation and determine which evidence is relevant and which evidence is impermissible regardless of relevance

3. Provide each party with an equal opportunity to access evidence that is relevant, and not otherwise impermissible, to the allegations of sex discrimination, including sex-based harassment, by:

    a. Providing an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of such evidence

    If an accurate description is provided, the district shall, upon request of any party, provide the parties with an equal opportunity to access the relevant and permissible evidence.

    b. Providing a reasonable opportunity to respond to the evidence or to the accurate description of the evidence

    c. Taking reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures

4. Take reasonable steps to protect the privacy of parties and witnesses which do not restrict the ability of the parties to obtain and present evidence, including, by speaking to witnesses; consulting with family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures

5. Objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence, including that credibility determinations will not be based on a person's status as complainant, respondent, or witness

6. Exclude as impermissible the following types of evidence, and questions seeking that evidence:

a. Evidence that is protected under a privilege recognized by state or federal law or evidence that is provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege

b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's or witness's voluntary, written consent for use in its grievance

   procedures

c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment

   The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The district shall ensure that the decisionmaker is able to question parties and witnesses adequately to assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex-based harassment. (34 CFR 106.45)

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

The investigator shall complete the investigation within 45 calendar days after the Title IX Coordinator determines to proceed with an investigation, unless such timeline is extended in accordance with this administrative regulation.

Written Decision

The Superintendent shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who may be the Title IX Coordinator or designee or the investigator so long as there is no conflict of interest or bias. (34 CFR 106.45)

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district shall: (34 CFR 106.45)

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination, including sex-based harassment, has occurred

2. Notify the parties in writing of the determination of whether sex discrimination, including sex-based harassment, occurred

The notification shall include the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal, if applicable.

The written decision shall be issued within 15 calendar days after the investigation is completed, unless such time is extended in accordance with this administrative regulation.

Appeal of the Decision

Either party may appeal the district's decision of a complaint or any allegation in the complaint. (34

CFR 106.45)

When conducting an appeal, the district shall permit a final appeal to the Governing Board using a process that is in accordance with law and otherwise consistent with the appeal process as specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Extension of Timelines

Any timelines specified in this administrative regulation may be extended by the district for good cause, with written notice to the parties. The written notice shall specify the reasons for the extension. (34 CFR 106.45)

Remedies

When there is a determination that sex discrimination, including sex-based harassment, has occurred, the Title IX Coordinator shall coordinate the provision and implementation of remedies to the complainant and other persons the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination, including sex-based harassment; coordinate the imposition of any disciplinary sanctions on a respondent described in "Disciplinary Actions" below, including notification to the complainant of any such disciplinary actions; and take other appropriate prompt and effective steps to ensure that sex discrimination, including sex-based harassment, does not continue or recur within the district's education program or activity. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sex discrimination and/or sex-based harassment include, but are not limited to:

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

law

When an employee is found to have committed sex discrimination, including sex-based harassment, or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district shall not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the district's determination of whether sex discrimination, including sex-based harassment,
occurred. (34 CFR 106.45)

Record-Keeping

The Superintendent or designee shall maintain, for at least a period of seven years: (34 CFR 106.45)

1. For each complaint of sex discrimination, including sex-based harassment, records documenting any informal resolution process or formal investigation procedures

2. For each notification the Title IX Coordinator or designee receives of information about conduct that reasonably may constitute sex discrimination under Title IX, including sex- based harassment, records documenting the actions taken to fulfill the district's obligations as specified in 34 CFR 106.44, including supportive measures offered and implemented

3. All materials used to train district employees; the Title IX Coordinator and designee(s); investigator(s), decisionmaker(s), and other person(s) who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures; and any person who facilitates an informal resolution process

   The district shall make such training materials available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure340.1):

1. A record of the allegation(s)
2. A record of the investigation procedures followed

3. A record of the written determination

4. A record of the corrective action implemented, if any

5. A record of any appeals and the outcome of the same

6. All training materials addressing the prohibition and investigation of childhood sexual assault

School-wide Dress Code Prohibiting Gang Attire

STUDENTS **AR 5132**

DRESS AND GROOMING

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

Jefferson Elementary School District DRESS CODE GUIDELINES

Jefferson Elementary School District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson Elementary School District. In keeping with this philosophy of good style and taste, the following rules apply to all regular school activities:

1. Clothing should be in good repair and reflect modest taste.
2. Students are to come to school dressed for learning and for playing.
    a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months.
    b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips.
    c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed.
    d. Students are not permitted to wear knit caps or hoods in class, assemblies, or in any indoor school function. Outdoors, hats must be worn forward facing.
3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.
4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.
5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited.

Students who are considered to be in violation of the Jefferson Elementary School District Dress Code shall be referred to the principal or the designee.

a. First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.
b. Second offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the designee.
c. Third and subsequent offenses: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.

In order to discourage the influence of gangs and gang related apparel, Unauthorized Group Apparel is prohibited and the following rules shall apply:

1. Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in an unauthorized group or group is prohibited.
2. Clothing or articles of clothing (including but not limited to gloves, bandanas, shoestrings, wristbands, hats, lanyards, belts, jewelry) related to unauthorized groups that may provoke others to acts of violence are prohibited.
3. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants are prohibited.
4. Gloves, towels, suspenders or other items hanging from rear pants pockets or from belt are prohibited. Students may not wear one pant leg rolled up.
5. Excessive clothing items (2 or more) of predominately one color that symbolize unauthorized group apparel are prohibited.

Because symbols are constantly changing, definitions of unauthorized group apparel may be reviewed and updated whenever related information is received by administrators and/or school safety committee. If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel.
The following consequences will be implemented for a violation of any one of the above:

a. First Offense: Parent/guardian contact. Student sent home to change clothes or provided with alternative clothing, Confiscation of unauthorized group-related jewelry accessory, notebook etc. Possible 1-5 day suspension.
b. Second Offense: Parent/guardian conference and 1-5 day suspension.
c. Third Offense: Parent/guardian contact. Minimum of five (5) day suspension Report to law enforcement agency.
d. Fourth and subsequent offenses: Parent/guardian contact. Minimum of five (5) day suspension and recommendation for expulsion. Report to law enforcement agency.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 3518)

Safe Ingress and Egress

Corral Hollow Elementary School Specific Information

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

Describe school procedures for creating safe ingress and egress for normal day operations.

- Students arrive to campus between 7:30 – 8:15 am. Students exit at 1:30 pm on minimum days and 2:00 pm for grades TK-3 and 3:00 pm for grades 4-7 on regularly scheduled days.

Spanner Ct
Fargo Ct
Coriander St
Spanner St
Sacramento Dr
4
5
6
7
Enter the line from Sacramento Drive. Please drive in the left lane. Pull into the right lane to enter the grade level line needed. Re-enter the left lane to exit onto Criseldo Mina Ave.
Pick Up line entrance
Ellerby
Pickering St
Dapper Dogs Grooming, LLC
Tracy Hills Dr
Daphne St
Criseldo Mina Ave
Tracy Hills Welcome Center
The Market Tracy Hills
Pick Up line exit

TK/K
1, 4
2, 5
3, 6
7
Enter the line from Sacramento Drive. Please drive in the left lane. Pull into the right lane to enter the grade level line needed. Re-enter the left lane to exit onto Criseldo Mina Ave.
Pick Up line entrance
Pick Up line exit
Fargo Ct
Coriander St
Spanner St
Sacramento Dr
Ellerby
Pickering St
Tracy Hills Dr
Daphne St
Criseldo Mina Ave
Dapper Dogs Grooming, LLC
Tracy Hills Welcome Center
The Market Tracy Hills

Supervision Schedule:

*Expectation that everyone has after school dismissal duty

Duties Maps

Early Morning Drop off 7:30-8:00

	7:30-8:10 Gym Supervision/ TK/K Yard @ 8:00am (2)	7:30-8:00 Quad Area (1)	7:30-8:10 Carpool (1)
M	Sai Tripura Mudigonda & Nadir Salvatierra	Elena	Copeland/Howard
T	Sai Tripura Mudigonda & Nadir Salvatierra	Elena	Copeland/Howard
W	Sai Tripura Mudigonda & Nadir Salvatierra	Elena	Copeland/Howard
Th	Sai Tripura Mudigonda & Nadir Salvatierra	Elena	Copeland/Howard
F	Sai Tripura Mudigonda & Nadir Salvatierra	Elena	Copeland/Howard

Morning Drop Off

	8:00-8:10 Coriander/ Carpool Crosswalk (1)	8:00 – 8:10 TK/K Crosswalk (1)	8:00-8:10 Office Crosswalk (1)	8:00-8:10 Carpool (2)	8:00-8:10 Lower Yard (2)	8:00-8:10 Upper Yard (2)
M	Reynoso	Ryan	Kirkpatrick	DaRosa Price	(W) Dunsford Droste	(W) Fernandez Nunes
T	Perez	Droste	Azevedo	Fernandez Szlendak	(W) Boparai Price	(W) Wigham Raghavan
W	Dunsford	Sanders	Mc Enery	Selvidge Coltharp	(W) Merril Ryan	(W) Watts Jennings
Th	Kirkpatrick	Boparai	Strope	Price Szlendak	(W) Perez Jacobe	(W) Johnson Wright
F	Narang	Jacobe	Dunsford	Whigham Wright	(W) Sanders Szlendak	(W) Barreto Jennings

Recess Yard Duty

	9:40- 9:55 1st/2nd Recess Lower Yard (2)	10:00- 10:15 3rd/4th Recess Lower Yard (2)	10:45–10:55 10:07-10:17 MIddle School Break (All) Upper Yard (3)

M	(W) Reynoso Selvidge	(W) Narang Azevedo	(W) Strope Barreto (C) Raghavan
T	(W) Sanders Droste	(W) Boparai Mc Enery	(W) Nunes Johnson (C) Raghavan
W	(W) Kirkpatrick Perez	(W) Merrill Fernandez	(W) Whigham Watts (C) Wright
Th	(W) Ryan Jacobe	(W) Da Rosa Azevedo	(W) Nunes Watts (C) Jennings
F	(W) Reynoso Selvidge	(W) Narang Mc Enery	(W) Strope Johnson (C) Barreto

Key:
W = Walkie Talkie
C= Cafeteria
E = Equipment Cart

TK/Kindergarten

	8:00-8:15 TK/K Yard (1)	**9:20-9:35 TK/K Yard TK/SDC Recess (1)**	**9:40-9:55 TK/K Yard Group A Isip/ Williams (1)**	**10:00-10:15 TK/K Yard Group B Varner/ Rodriguez (1)**
M	Ramirez & Williams	*alternate weeks	Isip	Rodriguez
T	Bhattacharyya & Varner	*alternate weeks	Williams	Varner
W	Rodriguez & Isip	*alternate weeks	Isip	Rodriguez
Th	Ramirez & Williams	*alternate weeks	Williams	Varner
F	Bhattacharyya & Varner	*alternate weeks	Isip	Rodriguez

After School Cars Supervision

	2:00-2:15 **Parking Lot/ Car line stop sign** **(1)**	**3:00-3:15** **Parking Lot/ Car line stop sign** **(1)**
M	Whigham	
T	Kirkpatrick	McEnry
W	3rd Grade Rotation	Azevedo
Th	Williams	Raghavan
F	3rd Grade Rotation	Wright

- For arrival, students that walk to campus can enter through the gym doors between 7:30-8:00 am. Students that are walkers or riding the City Bus home can exit through the gym doors at 1:30 pm on minimum days and at 2:00 pm and at 3:00 pm on regular days.
  Visitors to campus must sign in using the Ident-a-kid system. Office staff print a badge at the time of check in. Visitors return the badge to the office upon exiting. All staff members sign in and out daily in the office.
- The custodial staff unlock the front office gate, the gate by the bike rack, and the gym doors at 7:30 am. At 1:30 pm on minimum days the front gate, gate near the bikes, and back door are opened and monitored for dismissal. At 2:00 pm and at 3:00 pm on regularly scheduled days, the back doors, front gate, and gate near the bikes are unlocked and monitored. After dismissal, the doors are closed and the gates are locked.
- The two gates by TK/K are unlocked and monitored by staff at 8:00 am and are locked at 8:10 am. At 8:00 am, the gym doors are closed and all remaining students must enter through the office gate. The gate is locked at 8:15 am. The TK/K gates are unlocked and monitored by staff at 1:30 pm on minimum days and 2:00 pm on regular days. All other gates are locked and secured all day.

Describe school procedures for creating safe ingress and egress during an emergency situation.

The primary vehicle routes into and out of campus include entering the drive line into the parking lot from either Criselda Mena Drive or Sacramento Drive.

- In the event of an emergency, alternate vehicle routes into and out of campus by first responders includes the use of the fire access road behind the parking lot. There are also two access gates that can be opened so that fire responders can drive onto campus.
- Pedestrian routes onto and off-of campus include entering and exiting through the front gate of the school as well as through the back doors of the school near the gym. There are ten gates spread out along the fence line of the campus that can be opened.
- During an emergency situation, the time required for student pick-up is up to an hour after the situation occurs.
- Buses can be staged in the bus loading zone on Coriander Street. If needed, buses can also be staged in the yellow zone of the car line on the front side of the school.
- The drive line has a painted dotted line to create a dual-lane queue. Cones could be placed at the entrance of the drive line off Sacramento Drive to create a single-lane queue

Safe and Orderly Environment

Corral Hollow Elementary School Specific Goals, Objectives and Action Steps

School Mission Statement:

Mission Statement: Corral Hollow Elementary School is dedicated to providing a safe, inclusive environment where students thrive academically, socially, and emotionally. We empower students to become critical thinkers who actively pursue and achieve their full potential.

Vision Statement: At Corral Hollow Elementary School, we are committed to cultivating a community of lifelong learners who contribute positively to society. We aim to equip students with the skills needed to thrive in an ever-changing world, while nurturing empathy, creativity, resilience, and a deep appreciation for diversity

POSITIVE SCHOOL CLIMATE

The Board of Trustees desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)
(cf. 5145.2 - Freedom of Speech/Expression) (cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The district shall provide instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

(cf. 6141 - Curriculum Development and Evaluation) (cf. 6141.6 - Multicultural Education)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

(cf. 5126 - Awards for Achievement) (cf. 5131.4 - Campus Disturbances) (cf. 5136 - Gangs)
(cf. 6142.4 - Learning through Community Service)

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall

receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Legal Reference:

POSITIVE SCHOOL CLIMATE (continued)

Legal Reference:

EDUCATION CODE
233.5 Duty concerning instruction of students 32230-
32239 School violence reduction program 35160
Authority of Board of Trustees
35160.1 Broad authority of school districts

GOALS, OBJECTIVES AND ACTION STEPS FOR SAFER SCHOOL

Component 1 – Places and Programs			
Goal 1: Promote mental health and well-being while fostering positive behavior throughout the school community.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Strengthen and sustain the implementation of Positive Behavioral Interventions and Supports (PBIS) to continuously reinforce positive behavior school-wide.	Vice Principal/PBIS Team	PBIS Framework, Training, Data Collection Tools, incentives
Action Step 1.a	Review and refine the current PBIS framework to ensure it aligns with the needs of students and school culture.	PBIS Team	
Action Step 1.b	Offer refresher training for staff to reinforce consistent PBIS practices and strategies.	Vice Principal	
Action Step 1.c	Collect and analyze data on student behavior to assess the effectiveness of PBIS interventions and adjust as needed.	Vice Principal/PBIS Team	
Action Step 1.d	Maintain and expand the rewards and recognition system to keep students motivated and acknowledge positive behavior throughout the year.	PBIS Team	
Objective 2:	Increase awareness and access to mental health resources for students and staff.	Principal, Psychologist	Mental Health Resources, Training
Action Step 2.a	Promote the availability of mental health services through posters, newsletters, and the school website.	Principal	
Action Step 2.b	Conduct regular workshops on mental health awareness for both students and staff.	Psychologist	
Action Step 2.c	Provide training for staff to recognize early signs of mental health concerns and how to offer support.	Psychologist	
Objective 3:	Increase awareness of bullying prevention and conflict resolution.	Principal, Vice Principal, Psychologist	Training, Bullying Prevention Resources
Action Step 3.a	Train staff on recognizing signs of bullying and how to address it effectively.	Principal, Vice Principal, Psychologist	
Objective 4:	Strengthen community and parent involvement in school safety.	Principal	Community Engagement Programs, Training, Communication Tools

Component 2 – Places and the Environment			
Goal 1: Improve the safety and security of the physical environment within the school.			
	Strategies to be Used	Person Responsible	Resources Needed
Objective 1:	Foster a sense of ownership and responsibility among students and staff for maintaining a safe environment.	Principal, Vice Principal	Communication tools, reporting systems, incentive programs, safety campaign materials, and
Action Step 1.a	Encourage students and staff to report unsafe conditions or behaviors (e.g., damaged property, security issues).	Director of Maintenance, Operations, and Transportation	
Action Step 1.b	Organize school-wide campaigns or programs to maintain a clean, hazard-free campus.	Maintenance Staff	
Action Step 1.c	Implement a “safe school” initiative where students can contribute ideas for improving the school’s environment.	Vice Principal	
Action Step 1.d			
Objective 2:	Ensure regular maintenance and safety checks of school facilities to prevent hazards.	Principal	Maintenance and Inspection Tools, Training, Safety Equipment and Supplies
Action Step 2.a	Conduct monthly or quarterly safety audits to review the condition of the school environment and address any risks.	Director of Maintenance, Operations, and Transportation; Maintenance Staff	
Action Step 2.b	Train custodial and maintenance staff to identify and report safety concerns during their daily duties.	Maintenance Staff	
Action Step 2.c	Develop a routine schedule for inspecting school facilities for potential safety hazards.	Director of Maintenance, Operations, and Transportation; Maintenance Staff	
Objective 3:	Improve communication and collaboration on safety matters.	Principal	Communication tools, safety procedures, meeting space
Action Step 3.a	Hold regular safety meetings to update everyone on procedures, policies, and best practices.	Vice Principal	

Objective 4:	Enhance the school's preparedness for environmental hazards.	Maintenance Staff	Emergency supplies, training materials, safety equipment, communication tools, coordination with local authorities.
		Principal	

Rules and Procedures on School Discipline

Corral Hollow Elementary School adheres to the Jefferson Elementary School District Policies on School Discipline

Students DISCIPLINE BP 5144
(a)

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.
(cf. 5113.1 - Chronic Absence and Truancy) (cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct) (cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate) (cf. 5145.9 - Hate-Motivated Behavior) (cf. 6020 - Parent Involvement)

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

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

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

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

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

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

(cf. 3550 - Food Service/Child Nutrition Program) (cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)
(cf. 5131.41 - Use of Seclusion and Restraint)

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

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

(cf. 0450 - Comprehensive Safety Plan) (cf. 9320 - Meetings and Notices)

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

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

(cf. 0410 - Nondiscrimination in District Programs and Activities) (cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

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

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of

students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

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

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

Legal Reference:
EDUCATION CODE
32280-32289 School safety plans 35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules 37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion 48980-48985 Notification of parent/guardian 49005-49006.4 Seclusion and restraint 49330-49335 Injurious objects
49550-49564.5 Meals for needy students
52060-52077 Local control and accountability plan CIVIL CODE
1714.1 Parental liability for child's misconduct CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus 353 Detention after school

UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973 UNITED STATES CODE, TITLE 42
1751-1769j School Lunch Program 1773 School Breakfast Program
Management Resources:
CSBA PUBLICATIONS
Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009 CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES
Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014 WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov Public Counsel: http://www.fixschooldiscipline.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy JEFFERSON SCHOOL DISTRICT
Adopted: January 15, 2019 Tracy, California

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

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

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.

2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

a. The series of removals total more than 10 school days in a school year.

b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930

2. Knowingly possesses or uses illegal drugs

3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V

4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)
(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) (continued)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:
EDUCATION CODE
35146 Closed sessions re: suspensions
35291 Rules of governing board
48203 Reports of severance of attendance of disabled
students 48900-48925 Suspension and expulsion
49076 Access to student records
56000 Special education; legislative findings and
declarations 56320 Educational needs; requirements
56321 Development or revision of individualized education program
56329 Independent educational assessment
56340-56347 Individualized education program teams
56505 State hearing
PENAL CODE
245 Assault with deadly weapon
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act
626.10 Dirks, daggers, knives, razors, or stun guns Weapons

UNITED STATES CODE, TITLE 18
1365 Serious bodily injury UNITED
STATES CODE, TITLE 20
1412 State eligibility
1415 Procedural safeguards UNITED
STATES CODE, TITLE 21
812 Controlled substances UNITED
STATES CODE, TITLE 29
706 Definitions
794 Rehabilitation Act of 1973, Section 504 CODE
OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.818 Assistance to states for the education of students with disabilities, especially: 300.530-300.537 Discipline procedures
COURT DECISIONS
Schaffer v. Weast, (2005) 546 U.S. 549
Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489
M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044
Honig v. Doe, (1988) 484 U.S. 305

Management Resources:
FEDERAL REGISTER
Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845
WEB SITES
California Department of Education, Special Education: http://www.cde.ca.gov/sp/se
U.S. Department of Education, Office of Special Education Programs: http://www.ed.gov/about/offices/list/osers/osep

Procedures for Conducting Tactical Responses to Criminal Incidents

Corral Hollow Elementary School adheres to the Jefferson Elementary School District Procedures for conducting tactical responses to criminal incidents.

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)

Hate Crime Reporting

Corral Hollow Elementary School adheres to the Jefferson Elementary School District Policies on Hate Crime Reporting

STUDENTS **BP 5145.9**

HATE-MOTIVATED BEHAVIOR

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real 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, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate- motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined. The

Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion

2. Discourages the development of discriminatory attitudes and practices

3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods

4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.
Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Bullying Prevention Policies & Procedures

Corral Hollow Elementary School adheres to the Jefferson Elementary School District Policies on Bulling Prevention

STUDENTS **BP 5131.2**

BULLYING

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school- related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

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 Administrative Regulation 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.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm.
Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name- calling, inappropriate sexual comments, taunting, or threats to cause harm

3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family

and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences

2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

3. Identify the signs of bullying or harassing behavior

4. Take immediate corrective action when bullying is observed

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

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

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

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.

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 Administrative Regulation 1312.3 - Uniform Complaint Procedures. 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.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether 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 such observation to the principal or a district compliance officer, regardless of whether 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 Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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.

Support Services

The Superintendent, principal, or 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. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Jefferson School District Bullying Prevention

What is bullying?

Bullying is intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and often is repeated over time. Bullying differs from conflict. Two or more students can have a disagreement or conflict. Bullying involves a power imbalance element where a bully targets a student who has difficulty defending himself or herself.

Bullying may take many forms and can include:

- picking on others
- making hurtful and racist comments
- any form of physical violence, such as hitting, pushing or spitting
- suggestive comments or other forms of sexual abuse
- forcing others to act against their will
- verbal threats of aggression against property or possessions
- using put-downs or belittling others' abilities and achievements
- using offensive names, dehumanizing, intimidating, teasing or spreading rumors about others or their families
- acts of vandalism

Who are the bullies?

Any person who aims in some way to hurt someone else by causing either physical or emotional pain is a bully. Some bullies do the hurting themselves, some are ringleaders who get others to bully on their behalf and some are members of a group. Others unintentionally encourage bullies by being onlookers when bullying occurs; they fail to intervene or report the bullying. Often bullies justify their behavior by saying they were only teasing or having fun. If the person being teased does not like it, or want it, and yet others persist with it, then it is a clear case of bullying. It is cruel and unfair behavior.

Bullying is a serious issue

Bullying is against school rules and against the law. The Jefferson School District takes bullying extremely seriously and will strictly enforce consequences for those involved. School leaders can only investigate incidents they know about. It is critical that parents, students and staff work in partnership to immediately report suspected incidents of bullying. All of us have a duty to ensure our schools are safe environments for all students. School leaders will immediately investigate reports and take action to stop bullying from occurring.

Bullying Report Form

A Bullying Report Form is available in the school office as well as on the school website. This form can be submitted to the school office and will be delivered to the principal. The principal will accept anonymous submissions, however it will make the investigation more difficult and prevent any communication about the resolution of the complaint. The school staff can also assist those who need help completing the form.

Jefferson School District Board Policy 5131.2 (a)

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 student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

California Education Code Section 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Jefferson School District
Bullying Report Form

Name of Victim:_____ Grade of Victim:_____ Date of Report: _____

Person Completing Form: _____ ☐Victim ☐Other Student ☐Parent ☐Staff Member ☐Other

Name of Alleged Bully: _____

Date(s) of Incident(s): _____ Where did the incident(s) take place?_____

Name(s) of Witnesses (first, last name and grade if known)

1. _____
2. _____
3. _____

Did you previously report this incident of bullying? ☐Yes ☐No

If yes, to whom? _____ When? _____

Please describe the incident in as much detail as possible. (Use extra sheets of paper if necessary.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Attach any documents related to this complaint. Please submit this form to the school principal. If you need assistance completing this form, please contact the school principal.

Signature _____ Date _____

For Office Use Only:

Date Received: _____

Response Bullying Report
Form

Report Investigated By: _____ Date(s) of Investigation _____

Investigation Notes:	
Outcome:	
Communication with (Student, parent, staff)	Date of Communication

Jefferson School District Bullying Prevention Activities

Activity	Expected Completion Date	Date Completed
Students Handbook with bullying policy delivered to all students.	First week of school	
District and school websites updated with bullying prevention and report form	As updated	
School Staff trained on Bullying Prevention Program including: • District policy/law overview • Bullying definition • Bullying Report Form • How to intervene to stop bullying and the responsibility to do so • Strategies to maintain a safe school environment School Staff includes teachers, custodians, secretaries, aides, campus aides and all other staff who will work with students. District will be responsible for training substitute teachers, bus drivers, food service and maintenance staff.	First Month of School	
Students trained on Bullying Prevention Program including: • District policy/law overview • Bullying definition • Bullying Report Form • What to do if you witness bullying • What to do if you are being bullied	First Month of School	
Parents informed of Bullying Prevention Program including: • District policy/law overview • Bullying definition • Bullying Report Form • The importance of partnering with the school to prevent bullying	First Month of School	

Outside Agency Use of Facilities

Jefferson Elementary School District values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. The District has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below, and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with the District wishing to use school facilities for disaster services prior to any need, the District will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the Business Services Department, 209-839-3762 to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the Business Services Department, 209-839-3762 immediately for assistance and guidance.

HAZARD/THREAT SPECIFIC ANNEXES

OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor is intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

ACTIVE SHOOTER / ARMED ASSAILANT

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

BEFORE	
Goal:	1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Identify and correct/improve: • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Achieve consistent implementation district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines c) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Conduct a Risk Assessment to determine school site’s vulnerability to a shooter/assailant b) Implement “doors locked even when open” policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Assess current practices on threat assessment and management, identify gaps, and implement measures to assure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines f) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor or staff badge <u>Goal 2 Actions</u> i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor badge <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
DURING	
Goal:	1. Prevent an armed intruder from gaining access to potential victims 2. Alert law enforcement as soon as possible

	3. Gather and provide accurate and actionable information to law enforcement, the district, and school staff in lockdown
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate <u>Goal 2 Objectives</u> a) Alert law enforcement b) Activate district Incident Command Team <u>Goal 3 Objectives</u> a) Gather information on the shooter and provide to law enforcement • Last known location • Physical description • Weapons observed b) Gather information on the location of injured, and their condition, and provide to law enforcement c) Gather information on the location and names of staff, students, and visitors in lockdown d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means) e) Direct staff and students who have left campus to the reunification area
Courses of Action:	**ACTIONS – ALL SCHOOL STAFF** <u>Goals 1 Actions</u> a) **Initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible • *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now."* <u>Goal 2 Actions</u> b) If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1. • Provide as much information as possible (slow down – be calm): o State the emergency: "I hear gunfire." "I saw..." o Give information on people who are wounded o Location of the assailant (if known) o Description of the assailant (if known) o Your precise location: "room __" o The number of children with you • Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call c) All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur d) **Act immediately** if you or your students: o hear a sound that <u>might be</u> gunfire

- see something that looks like a weapon being carried or used on or near the campus
- sense any other indication of active shooter / armed assailant threat.
- **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students
- **Be decisive.** Communicate your plan to your students and act quickly.
- **Call 911 and the School Office** as soon as it is safe to do so

e) Options: *Run, Hide or Fight*

- **Run:** If you can get yourself and your students safely away from danger, do so immediately
  - Do not evacuate unless you…
    - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
    - **and** can visualize a route that will get your students and yourself safely off campus
  - Don't carry anything with you
    - Police may mistake an item in your hands as a weapon
    - Leave everything behind
  - If you encounter people along the way…
    - Adults: Warn them and take them with if you can but don't stop if they refuse to come
    - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*
  - Place terrain and buildings between you and the assailant to cover your escape
  - Keep going until you are certain you are out of danger
  - Call 911 as soon as it is safe to do so
  - Keep your students with you. Call (insert phone #) to report your location and obtain instructions
- **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN
  - **Lock the doors**
  - Close and lock windows and close blinds or cover windows
  - Turn off lights
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door
  - Silence all electronic devices
  - Remain silent
  - Position occupants spread out and out of line of site from room entrance.
  - Prepare to take action if the assailant attempts to get in the room
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries
  - Call 911 as soon as it is safe to do so
  - Remain in place until evacuated by identifiable law enforcement officers
- **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions**
  - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in
    - Construct a strong barricade

	▪ If you have another way out (a window or back door) use it while the assailant is attempting to get in ▪ If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant <u>and</u> running for the exit as soon as the assailant enters the room. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.) o Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant f) Special Topics • <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in • *Run* – If you encounter injured persons while you are trying to get out of danger… o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety o And you are alone and the individual can run with help, and it is safe, help them escape • *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding • *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so o If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control • <u>Law Enforcement</u>: If you encounter law enforcement officers… o Immediately raise your hands in the air and display your open palms o Don't run up to officers or attempt to hug or talk to them o Don't talk unless they ask you a question o Do exactly what they tell you to do • <u>Weapons</u>: If the assailant loses control of a weapon, exercise extreme care when securing it: o Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon o Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it • <u>Ongoing Communication</u>: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident • <u>Extended Day Programs / After School Activities</u>: School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Follow the "All Staff" guidance described above

Goal 2 Actions

a) Notify the district office after you call 911
b) If possible assist emergency personnel
   - Assist police in entering the school
   - Provide officers with keys, maps and any other information requested

Goals 3 Actions

a) Gather as much information as possible regarding the following:
   - Information on the shooter and provide to law enforcement
     - Last known location
     - Physical description
     - Weapons observed
   - Information on the location of injured, and their condition, and provide to law enforcement
   - Information on the location and names of staff, students, and visitors in lockdown
b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
   - Give as much information as possible to help staff make appropriate options-based response actions
   - Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
     - Can provide you with information regarding the suspect (location, name, clothing, etc.)
     - (They) Or someone with them needs immediate medical attention
   - After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

DISTRICT STAFF ACTIONS

Goal 2 Actions

a) Emergency Operations Center (EOC)
   - Activate the district's Emergency Operations Center
   - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency

b) Offsite Reunification
   - The Operations Section should prepare an off-site evacuation site for reunification
     - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids Movie theater complexes work well for this type of emergency
     - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded
     - School staff and students will remain in lockdown until evacuated on a room by room basis
     - Buses should be placed on standby for evacuation
     - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for

	c) Crisis Intervention • A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification • This team will also provide ongoing support throughout the recovery phase of the emergency response • Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery • Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event
AFTER	
Goal:	1. Establish Reunification procedures 2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn 3. Conduct an after-action report
Objective(s):	<u>Goal 1 Objectives</u> a) Identify needs of Reunification with Unified Command b) Reunification areas (notification, release, etc.) c) Area for law enforcement to interview witnesses before release d) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command <u>Goal 2 Objectives</u> a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness) b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use) c) Activate District's Crisis Response Team or engage in Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community d) Work with staff to return to school routines as soon as possible <u>Goal 3 Objectives</u> a) Gather stakeholders to provide input b) Involve necessary stakeholders to ensure an effective recovery and improved future responses
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR AND DISTRICT EOC ACTIONS** <u>Goal 1 Actions</u> a) Work with law enforcement or the "Unified Command" to determine best steps for reunification. b) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command c) Consider necessary investigation needs, such as an area for interviews of witnesses, etc. Goal 2 Actions a) Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.) This may include the following:

	• Family assistance • Victim assistance • Coroner procedures • Funerals (who goes/who stays and works) • Memorials • Anniversaries • Mental Health support • Employee & Staff meetings • Grief b) Work with Unified Command to determine and acquire facility needs to continue education process. This may include: • Biohazard clean-up • Utilizing another school/building for short term • Restoring/reorganizing current buildings • Demolition of building where individuals became victims • Rebuilding campus c) Ensure activation of the District's Crisis Response Team or call upon any Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community: • Determine a safe, inviting area for counseling/debriefing to occur • Provide food, water, sanitation for workers and those provided services • Develop a plan for media staging • Ensure workers receive adequate break time and are provided a debriefing before leaving for the day d) Work with school site staff to return to the educational process as soon as possible e) Determine which staff may not be able to return due to trauma f) Identify substitute staff for any positions not able to return g) If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.) h) Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists i) Provide debriefing for staff who may be affected by students or other staff telling stories j) Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** Follow directives of the administration and responding agencies to assist with recovery efforts

REFERENCES

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

BEFORE	
Goal:	1. Develop the capacity to effectively work with law enforcement during a bomb threat 2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively
Objective(s):	<u>Goal 1 Objectives</u> a) Meet and train with local law enforcement to ensure an effective response to a bomb threat b) Develop a clear chain of command with staff c) Prepare for analyzing threat details to determine if the threat is transient or substantive <u>Goal 2 Objectives</u> a) Determine search, shelter-in-place and evacuation procedures b) Determine specifics on alerting staff and students to implement bomb threat procedures
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat b) Develop site specific procedures should the school receive a bomb threat c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff d) Conduct a Bomb Threat emergency exercise with law enforcement e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training f) Identify individuals (law enforcement, contractors or district employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive <u>Goal 2 Actions</u> a) Ensure staff are trained on how to conduct a search for suspicious items b) Hold evacuation and shelter-in-place drills c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System b) Follow the Chain of Command during emergency situations <u>Goal 2 Actions</u> a) Review Bomb Threat procedures quarterly

	b) Participate and lead students through evacuation and shelter-in-place drills c) Keep Bomb Threat Checklist by class or office phone
DURING	
Goals:	1. Document Bomb Threat appropriately 2. Make proper notifications 3. Assess the situation 4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation
Objective(s):	<u>Goal 1 Objectives</u> a) Have proper tools to document at hand b) Effectively gather information when receiving the threat <u>Goal 2 Objectives</u> a) Notify law enforcement b) Notify District Office c) Notify other necessary entities <u>Goal 3 Objectives</u> a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response b) Conduct a search for suspicious item c) Implement response procedures based on the analysis <u>Goal 4 Objectives</u> a) Evacuate or shelter-in-place in a timely manner b) Conduct accountability procedures in a timely manner
Courses of Action:	ALL STAFF ACTIONS <u>Goal 1 Actions</u> a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat b) PERSON RECEIVING THREAT BY TELEPHONE:

	• Listen. Do not interrupt caller • Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"* • Indicators of a Swatting Call This is not an exhaustive list: • Swatting calls are received by the non-emergency line. Swatters using VoIP services cannot dial 911 directly so have to call the non-emergency number. • Swatting calls using VoIP services will appear as all zeros or nines, blocked, unavailable, or one of the default VoIP numbers. Skype, TextNow, Google Voice, etc. • The caller's demeanor is inconsistent with the claimed crises or threat. For example, the caller claims to have witnessed the shooting of several students, but hey appear calm and with no background noise. • Background noises include computer mouse clicking and/or typing. Callers use mapping tools and internet searches to answer follow-up questions or provide building address or names. • The caller mispronounces names such as city, street, or building names. Swatting calls are commonly conducted by foreign perpetrators with thick accents who are unfamiliar with the local areas they target. • The caller's story changes or escalates when challenged with follow-up questions • "Call of Duty Speak" - caller uses exotic or specific names of weapons from playing video games. • Gunshots or explosions heard in the background are inconsistent with other noise or sound fake. De-escalation Strategies: • Identify inconsistencies by asking multiple questions and repeating those questions later in the call • Suggested questions include: • "What is your full name?" (ask again later during call, and specifically ask for a middle name) • "Where are you calling from?" • "What is your call back phone number?" • "Why didn't you call 911 directly?" (for VoIP calls to non-emergency number) • "Why are you reporting yourself?" • "Why is there no noise in the background?" • "What is that noise in the background?" (when background noise is inconsistent with the story) • "Why does it sound like you are typing on a computer keyboard?" • "Are you targeting anyone in particular? "Notify site administrator immediately after completing the call c) PERSON RECEIVING THREAT BY MAIL/WRITTEN THREAT: • Note the way the threat was delivered, where it was found and who found it

- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement
- Caution students against picking up or touching any strange objects or packages
- Notify principal or site administrator

Goal 2 Actions

a) Call 911 providing as much information as possible obtained during the call or that is on the written threat

Goal 4 Actions

a) Follow the directions of the site administrator or law enforcement
b) If necessary, evacuate students as quickly as possible, using primary or alternate routes
c) Upon arrival at the designated safe site, take attendance
d) Notify the principal/site administrator of any missing students
e) Do not return to the building until emergency response officials determine it is safe.
f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command

PRINCIPAL/SITE ADMINISTATOR ACTIONS

Follow "All Staff" instructions as appropriate

Goal 2 Actions

a) If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up
b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat
c) Notify District Office of situation and request any necessary assistance

Goal 3 Actions

a) Work with law enforcement or threat experts to analyze the details of the threat
b) Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies
c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor
d) Direct a search team to look for suspicious packages, boxes or foreign objects

Goal 4 Actions

a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms
b) If it is necessary to evacuate the entire school, use the fire alarm
c) Do not return to the school building until it has been inspected and determined safe by proper authorities
d) Avoid publicizing the threat any more than necessary

	SEARCH TEAM ACTIONS <u>Goal 3 Actions</u> a) Per training, use a systematic, rapid and thorough approach to search the building and surrounding areas b) Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels) c) If suspicious item is found, make no attempt to investigate or examine object. Report to law enforcement immediately
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REFERENCES

COPS Problem-Specific Guide Series: Bomb Threats for Schools
https://rems.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf

CISA What to Do – Bomb Threat
https://www.cisa.gov/what-to-do-bomb-threat

REMS Bomb Threat Table-Top Exercise
https://rems.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf

REMS Bob Threat Drill Observation Checklist
https://rems.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf

EARTHQUAKE

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond 2. Prevent and mitigate injury, death and damage to property during an earthquake
Objective(s):	<u>Goal 1 Objectives</u> a) Provide training on how to mitigate damage from an earthquake to staff b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills c) Ensure proper maintenance of emergency supplies and command kits d) Implement mitigation strategies to prevent injury from flying and falling objects <u>Goal 2 Objectives</u> a) Stock emergency supplies and command kits annually b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Participate in Drop, Cover and Hold-On drills <u>Goal 2 Actions</u> a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets
DURING	
Goal:	1. Make proper notifications 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures b) Call 9-1-1 if necessary c) Notify Superintendent's Office and/or EOC

	d) Staff provides accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Objectives</u> a) If possible, notify staff and students to Drop, Cover and Hold-On. • Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Call 9-1-1 if necessary c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage • Determine who will inform public information media as appropriate. d) Determine whether to close school. If school must be closed, notify staff members, students and parents <u>Goal 2 Actions</u> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <u>Goal 3 Actions</u> a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures b) Implement accountability procedures c) If there is evidence of a gas leak, designate someone to turn off gas valves d) Activate the Incident Command Team, if necessary • Search and Rescue • First Aid/Medical • Reunification Team e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders f) Implement Reunification Plan as necessary (See Functional Annex B) g) Post guards a safe distance away from building entrances to assure no one re-enters h) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector

	STAFF ACTIONS: <u>Goal 1 Actions</u> a) Provide accountability report to Incident Command/administration. b) Provide a report of any hazards or situations that need attention to Incident Command/administration c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command <u>Goal 2 Actions</u> a) Determine the need for evacuation or other emergency actions by quickly assessing the situation b) Notify Incident Command of any assistance needed to perform emergency actions <u>Goal 3 Actions – Inside Buildings</u> a) Give Drop, Cover and Hold-On command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries d) Check for injuries and render First Aid e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack g) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris h) If Incident Command Team is activated, fill designated position i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible j) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet

	c) After shaking stops, check for injuries, and render first aid d) Check attendance. Report any missing students to principal/site administrator e) Stay alert for aftershocks f) Keep a safe distance from any downed power lines g) Do NOT re-enter building until it is determined to be safe h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area i) If Incident Command Team is activated, fill designated position **<u>During non-school hours</u>** **PRINCIPAL/SITE ADMINISTRATOR ACTIONS** a) Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions b) Confer with District Superintendent if damage is apparent to determine the advisability of closing the school c) Notify fire department and utility company of suspected breaks in utility lines or pipes d) If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration e) Notify District Office, who will inform public information media as appropriate
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Engage in physical, academic, business and social/emotional recovery 3. Determine campuses' response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> Provide information to staff, parents, and students Provide information to district office Provide information to media <u>Goal 2 Objectives</u> Determine needs in physical/structural, academic, business and social/emotional recovery Coordinate with district office and/or EOC to implement recovery efforts to restore school operations <u>Goal 3 Objectives</u> Conduct After-Action Report process

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery b) Coordinate with District Office and/or EOC to implement any necessary recovery actions. These may include: • Academics recovery o Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction o Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later) o Re-evaluate the curriculum o Integrate students into other school districts o Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment • Physical and structural recovery o Assess and repair structural and physical damage o Clean the facility(ies) o Remove health and safety hazards o Coordinate donations and volunteers o Restore equipment and processes, such as IT equipment, software, books, and instructional materials o Resume other school support, such as full transportation and food services • Business functions recovery o Create agreements for prioritized services during and after an emergency o Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services o Restore business services, such as payroll, accounting systems, and personnel records o Register displaced students in other school districts o Securely share relevant education records with school districts receiving students displaced by the emergency o Request emergency funding to pay for immediate cleanup and repair Access long term recovery funding through loans, community grants or federal support • Social, emotional, and behavioral recovery o Provide Psychological First Aid for Schools (PFA-S) o Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health o Monitor attendance, grades, and counselor's visits

	○ Ensure that staff and teachers have access to Employee Assistance Programs ○ Make individual and group crisis counseling available ○ Refer students, teachers, and staff to long-term interventions, if needed ○ Provide trauma- and grief-focused school-based mental/behavioral health programs ○ Provide support to caregivers to help prevent or reduce compassion fatigue <u>Goal 3 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process • Participate in any determined corrective actions discovered in the after-actions process
REFERENCES	

FIRE

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

BEFORE	
Goals:	1. Prevent fire on campus 2. Reduce or prevent the risk of injury to individuals and damage of property from fire
Objective(s):	<u>Goal 1 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention. <u>Goal 2 Objectives</u> a) Provide fire prevention training to staff b) Hold Fire Drills c) Maintain an adequate supply of fire extinguishers d) Ensure proper maintenance of fire prevention equipment.
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Review school fire codes annually b) Send list of school fire codes to staff annually, including before/after school program staff c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms d) Ensure combustible materials are stored in fireproof containers <u>Goal 2 Actions</u> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Provide fire prevention materials to before/after school program staff. c) Hold fire extinguisher training for staff d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus e) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations <u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention materials provided by administration c) Participate and lead students in fire drills
DURING	
Goals:	1. Protect life and implement Evacuation 2. Prevent property damage by preventing spread of fire
Objective(s):	<u>Goal 1 Objectives</u> a) Evacuate individuals from school buildings in a timely manner b) Conduct accountability procedures in a timely manner c) Provide First Aid/Medical d) Alert Fire Department <u>Goal 2 Objectives</u> a) Implement strategies while evacuating which will prevent the spread of fire b) Notify Fire Department and other entities of hazards and vulnerabilities c) Notify District Office/facilities
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Sound the fire alarm to implement evacuation of the building b) Immediately evacuate the school using the primary or alternate fire routes c) Notify the Fire Department (call 911) d) Ensure all staff and students are accounted for e) Activate the Incident Command Team • Direct search and rescue team to be sure all students and personnel have left the building • Activate First Aid/Medical/Triage team as necessary f) Ensure that access roads are kept open for emergency vehicles g) If needed, notify bus dispatch for off – site evacuation h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u>

	a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) • Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Evacuate students from the building using primary or alternate fire routes b) When evacuating, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building f) Serve in any position assigned on the Incident Command Team <u>Goal 2 Actions</u> a) Shut classroom or office door after all individuals have exited b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)
AFTER	
Goals:	1. Provide necessary attention to people and property to ensure continued safety and security 2. Determine campuses' fire response strengths, areas for improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Implement Reunification Plan if necessary • Assess needs of individuals and campus including: • Mental health care • Debris removal • Soot/smoke (odor) removal including HVAC system • Restoration/fixes b) Based on needs assessment establish and implement plan to provide care for people and restore the property <u>Goal 2 Objectives</u> a) Conduct After-Action Report
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Activate the Reunification Plan if necessary b) Conduct an assessment of needs of campus individuals and buildings c) Determine whether mental health services need to be provided d) Determine the restoration, debris removal and soot/smoke removal needs e) Based on assessment, implement needed services

	<u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future response d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Implement Reunification Plan if necessary b) Assist in identifying needs for mental health, restoration, debris removal, etc. c) Facilities/maintenance should contact physical recovery company to clean and remove debris d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary <u>Goal 2 Actions</u> a) Participate in after-action report process

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

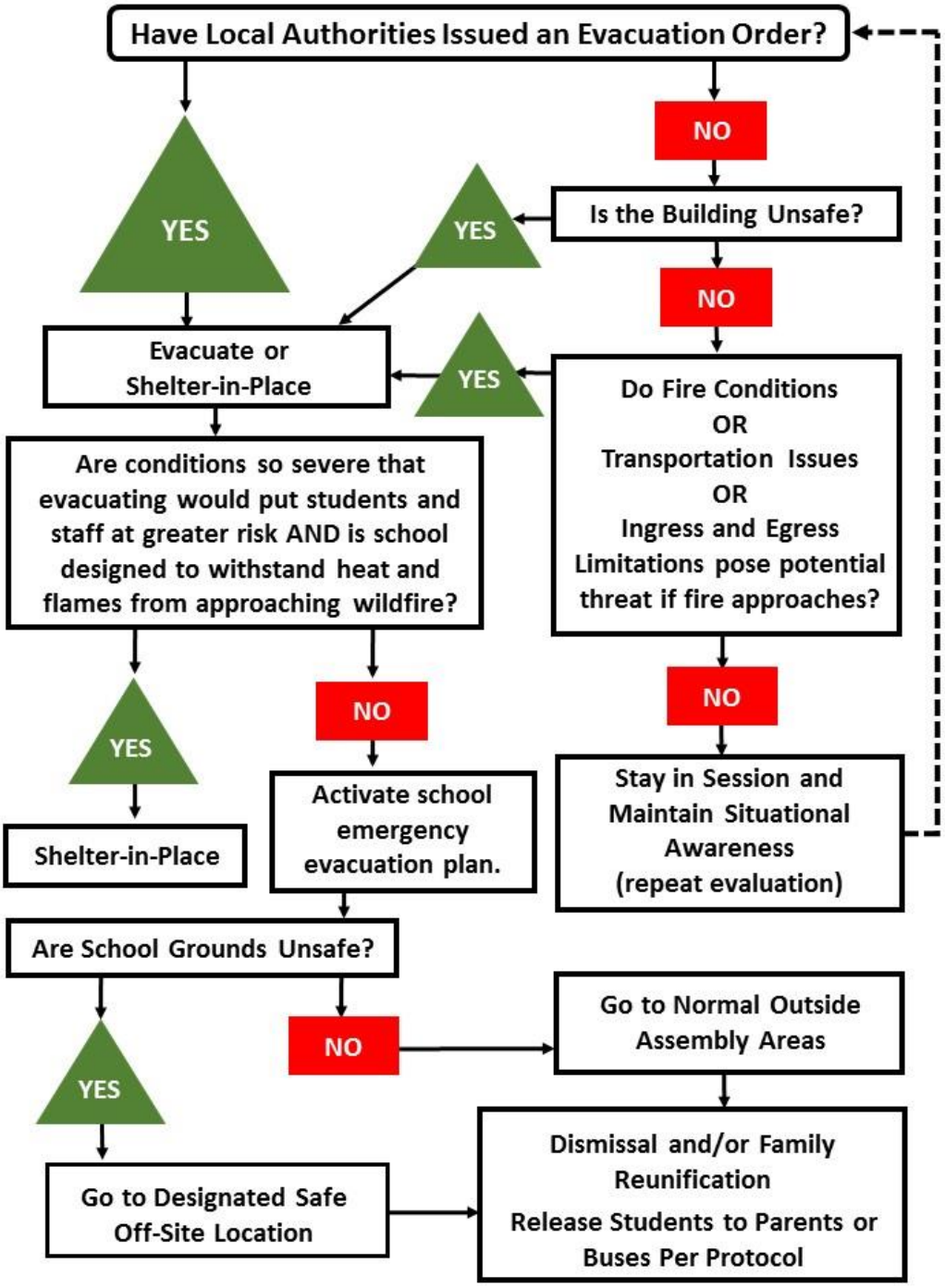
BEFORE	
Goals:	1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response 2. Develop the capacity of staff to lead students through appropriate response options 3. Prevent the risk of injury to individuals and damage of property from wildfire
Objective(s):	<u>Goal 1 Objectives</u> a) Coordinate with local fire department to ensure an effective response to a Wildfire b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Develop a clear chain of command with staff <u>Goal 2 Objectives</u> a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <u>Goal 3 Objectives</u> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention c) Provide fire prevention training to staff d) Hold Fire Drills e) Maintain an adequate supply of fire extinguishers f) Ensure proper maintenance of fire prevention equipment
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet, plan and train with local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop site specific plans

	Goal 2 Actions a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure Goal 3 Actions a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Ensure combustible materials are stored in fireproof containers c) Provide fire prevention materials to before/after school program staff d) Hold fire extinguisher training for staff e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus f) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS** Goal 2 Actions a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention and wildfire response materials provided by administration Goal 3 Actions a) Participate and lead students in fire drills b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations
DURING	
Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	Goal 1 Objectives a) Conduct appropriate wildfire response actions in a timely manner b) Conduct accountability procedures in a timely manner c) Activate school site Incident Command Team, as necessary
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Work with the district office, local fire department and other responders to determine best course of action b) Use the "Wildfire Evacuation Decision Tree" following this section. c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes d) Communicate plan of action to staff and students: • voluntary evacuation • early dismissal • mandatory evacuation

	• shelter-in-place • campus closure e) Consider the following while implementing response action • Supplies (have staff bring emergency supplies, especially first aid kits and communication devices) • Food and water • Transportation • Security and Safety • Communications f) Contact families to notify of planned course of action g) Activate school Incident Command Team, as necessary • Reunification Team h) Ensure all staff and students are accounted for i) Ensure that access roads are kept open for emergency vehicles j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so <u>Goal 2 Actions</u> a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) • Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify District Office of situation **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) If evacuating or sheltering-in-place, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family f) Serve in any designated position on the Incident Command Team c) Shut classroom or office door after all individuals have exited d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE EVACUATION DECISION TREE



INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**
>
> -- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

BEFORE	
Goal:	1. Develop the capacity to deter and detect possible intruder 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Provide training for staff on procedures for deterring and detecting possible intruders Keep intruder away from staff and students <u>Goal 1 Objectives</u> a) Identify and correct/improve: • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures c) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <u>Goal 2 Objectives</u> a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <u>Goal 3 Objectives</u>

	a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Conduct a Security Risk Assessment to determine school site's vulnerability to an intruder • Based on the identified areas of weakness develop strategies to harden the security of the school site b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge <u>Goal 2 Actions</u> a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge b) Train staff on ensuring security protocols are followed <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods • Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the

	knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence • Ensure entrances such as doors and gates are secure and in proper working order • Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.
DURING	
Goal:	1. Prevent an intruder from gaining access to staff, students and buildings 2. Alert law enforcement and district as soon as possible
Objective(s):	<u>Goal 1 Objectives</u> a) Enact a campus-wide Lockdown b) De-escalate the situation c) Get intruder to leave with no incidents of violence <u>Goal 2 Objectives</u> a) Alert law enforcement
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Initiate **Lockdown**. b) Designate someone to call 9-1-1 c) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as: • "What can we do to make this better?' • "I understand the problem, and I am concerned" • "We need to work together on this problem" d) Take measures to keep subject away from students and building e) Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present <u>Goal 2 Actions</u> a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intrude b) Keep subject in view until police or law enforcement arrives **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Notify the principal/site administrator of intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon

	b) If able, initiate a lockdown from your classroom/office c) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder d) Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the All Clear instruction is announced e) Keep classroom and office doors locked <u>Goal 2 Actions</u> a) Call 9-1-1 or ensure someone else has called 9-1-1
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS: PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future. d) Identify steps to improve future responses e) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Unplanned Power Outage

This procedure addresses situations involving

BEFORE	
Goals:	1. Prevent the risk of injury to individuals and damage of property from Power Outage 2. Develop the capacity of staff to lead students through appropriate response options 3. Develop capacity for educational process to continue in power outages
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage b) Ensure portable lighting (i.e., flashlights and batteries is available at school site c) Always keep hallways and pathways clear <u>Goal 2 Objectives</u> a) Train staff on response actions during a power outage <u>Goal 3 Objectives</u> a) Develop a continuity of education plan for both short- and long- term power outages b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences. b) Based on the assessment determine areas for improvement and implement steps to improve c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting. d) To prevent injury, ensure staff and students keep hallways and pathways clear <u>Goal 2 Actions</u> a) Provide training to staff on responding during a power outage <u>Goal 3 Actions</u> a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights

	Goal 2 Actions a) Read any emergency power outage materials provided by administration. b) Participate and lead students in emergency drills Goal 3 Actions a) Develop plans to provide lessons during a power outage
DURING	
Goals:	1. Assess the situation 2. Make necessary notifications 3. Implement response actions
Objective(s):	Goal 1 Objectives a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures c) Work with District office for assistance needed d) Implement other emergency procedures based on the analysis Goal 2 Objectives a) Make notifications to the staff and students. b) Notify Superintendent's Office c) Staff provides accountability report and situation status of any hazards Goal 3 Objectives a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations b) Contact the district office for any necessary assistance c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation Goal 2 Actions a) Notify staff and students of emergency procedures to implement • Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents Goal 3 Actions a) Ensure staff and students implement evacuation or other important emergency procedures

	b) Recommend staff ensure their flashlights/emergency lighting is out and available c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light) d) Implement accountability procedures e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector **STAFF ACTIONS** <u>Goal 1 Actions</u> a) Follow the directions of the Incident Command to carry out necessary response action b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits c) Take attendance. Report missing students to the principal/designee and emergency response personnel d) Continue teaching/office work if possible e) Serve in any designated position on the Incident Command Team. e) Gather any emergency lighting to have on hand. f) Provide information to principal/site admin regarding any hazards or vulnerabilities
AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> b) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS**

	<u>Goal 2 Actions</u> a) Participate in the after-action report process. c) Participate in any determined corrective actions discovered in the after-actions process.

Air Quality & Wildfire Smoke Annex

Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:

Get Smart about Wildfire Smoke

Clear Guidelines for Schools and Wildfire Smoke

Over the last decade, devastating wildfires have ravaged communities and school districts in every corner of this state.

These massive disasters impacted tens of thousands of Californians in the communities they call home and blanketed entire regions of California with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, as we have seen over the past several years, wildfire smoke can settle in communities hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear state guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

Therefore leaders from the education, air quality, and public health communities established a working group to develop state guidance regarding air quality for California's 1,026 school districts during wildfire smoke days.

The guidelines attached to this message are intended to advance local conversations between school districts, public health officers, air districts, and the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts that haven't already addressed this issue to begin the conversation now, prior to the start of the 2019-20 school year. California's next big wildfire is not a matter of if, but when.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community, visit https://www.arb.ca.gov/app/dislookup/dislookup.php.

Thank you for your partnership on this critical issue.

Air Quality Index (Rev 7/2019)

School Air Quality Activity Recommendations

PROTECT STUDENT HEALTH DURING POOR AIR QUALITY

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit this page to learn which District serves your area: www.arb.ca.gov/app/dislookup/dislookup.php

The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies.

Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Air Quality Level

Activity	Level 1	Level 2	Level 3	Level 4	Level 5 *School districts may consider school closures based on site-by-site concerns.*
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes Sensitive individuals should remain doors.*	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2-4hurs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.

* Sensitive Individuals include all those with asthma or other heart/lung conditions ** California Interscholastic Federation

*** To meet the conditions for approval of a waiver due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

Considerations for School Districts from CDE: Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school

Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the annual school calendar
- Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education's website at https://www.cde.ca.gov/fg/aa/pa/j13a.asp.

National School Lunch Program Meal Reimbursement:

Education Code Section 49505 allows for LEAs to submit an application for meal reimbursement during a disaster

The disaster would require a state or federal declaration for the county affected by the disaster.

The application is available on the California Department of Education's website at https://www.cde.ca.gov/ls/nu/sn/documents/disastermealapp.doc.

Guidance for Families When Schools are Closed:

- Stay indoors
- Keep doors and windows closed
- Consult a Physician if you have concerns about your child's health

FUNCTIONAL ANNEXES

MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES

FUNCTIONAL ANNEX A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

ON-SITE EVACUATION

Definition

Evacuation is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least two viable evacuation routes, a primary and secondary <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits

	d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe e) Be familiar with special needs evacuation plans (See Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications. 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate d) Call 9-1-1 if necessary e) Notify Superintendent's Office f) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> d) Implement evacuation procedures e) Ensure every student and staff members is accounted for f) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation <u>Goal 2 Actions</u> a) Make notification to staff and students

- The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
- The signal for Evacuation is the fire alarm (bell or horn signal)
- If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
- If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
- Provided time is available, make an announcement over the public address system:
- ***Announcement Example:*** ""Attention please. We need to institute an Off-Site Evacuation Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with evacuation directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation.

<u>Goal 3 Actions</u>

a) Ensure staff and students evacuate
b) Implement accountability procedures
c) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team
d) Activate Reunification Plan if necessary

STAFF ACTIONS:

<u>Goal 1 Actions</u>

a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

<u>Goal 2 Actions</u>

a) Provide accountability report to Incident Command/administration
b) Provide a report of any hazards or situations that need attention to Incident Command/administration

<u>Goal 3 Actions</u>

a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
b) Consider persons with special needs
   - *To evacuate individuals using crutches, canes or walkers*
     - Evacuate these individuals as injured persons
     - Assist and accompany to evacuation site, if possible -OR-
     - Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR-

	○ Help carry individual to safety • *To evacuate individuals using wheelchairs* ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given. f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position. h) Participate in the reunification process, if necessary
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement. **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process. b) Participate in any determined corrective actions discovered in the after-actions process.

OFF-SITE EVACUATION

Definition

Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.) c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation

	c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe. e) Be familiar with special needs evacuation plans (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate evacuation response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Work with District office for assistance needed c) Implement evacuation procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to evacuate b) Call 9-1-1 if necessary g) Notify Superintendent's Office h) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement evacuation procedures b) Ensure every student and staff members is accounted for. c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location

c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation

Goal 2 Actions

a) Make notification to staff and students
   - The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
   - The signal for Evacuation is the fire alarm (bell or horn signal)
   - If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
   - If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
   - Provided time is available, make an announcement over the public address system:
     Announcement Example: "Attention please. We need to institute an evacuation of all buildings. Teachers are to take their students to their designated Assembly Area. Students, please remain with your teacher."
   - *To alert visually impaired individuals*
     - Announce the type of emergency
     - Offer your arm for guidance
     - Tell person where you are going, obstacles you encounter
     - When you reach safety, ask if further help is needed
   - *To alert individuals with hearing limitations*
     - Turn lights on/off to gain person's attention -OR-
     - Indicate directions with gestures –OR-
     - Write a note with evacuation directions

b) Call 9-1-1 if necessary

c) Notify the Superintendent's Office of situation

Goal 3 Actions

a) Ensure staff and students evacuate

b) Implement accountability procedures

c) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team

STAFF ACTIONS:

Goal 1 Actions

a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting

b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

Goal 2 Actions

a) Provide accountability report to Incident Command/administration

b) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area

b) Consider persons with special needs
   - *To evacuate individuals using crutches, canes or walkers*

	○ Evacuate these individuals as injured persons ○ Assist and accompany to evacuation site, if possible -OR- ○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- ○ Help carry individual to safety • *To evacuate individuals using wheelchairs* ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Structured Reunification

Comprehensive Reunification Plan is available in Functional Annex B

Definition

Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

Shelter-In-Place

Definition

Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. Shelter-in-place allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while Shelter-in-place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

BEFORE	
Goal:	1. Coordinate with local fire to develop viable Shelter-In-Place procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Pace, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place b) Determine accountability procedures c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Shelter-In-Place procedures b) Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place c) Ensure staff are familiar with special needs planning (Functional Annex E) **STAFF ACTIONS:** <u>Goal 1 Actions</u>

	a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Shelter-In-Place areas and procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Shelter-In-Place procedures quarterly b) Participate and lead students through Shelter-In-Place drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Shelter-In-Place response procedure
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs b) Work with District office for assistance needed c) Implement Shelter-In-Place procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Shelter-In-Place b) 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 3 Objectives</u> a) Implement Shelter-In-Place procedures b) Shut down HVAC system, as necessary c) Ensure every student and staff members is accounted for d) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary • The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System • If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container • Make an announcement in person directly or over the public address system: • ***Announcement Example:*** *"Attention please. We have a hazard in the community and are instituting Shelter In Place procedures. Students and staff should remain*

	inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."
	• *To alert visually impaired individuals*
	  ○ Announce the type of emergency
	  ○ Offer your arm for guidance
	  ○ Tell person where you are going, obstacles you encounter
	  ○ When you reach safety, ask if further help is needed
	• *To alert individuals with hearing limitations*
	  ○ Turn lights on/off to gain person's attention -OR-
	  ○ Indicate directions with gestures –OR-
	  ○ Write a note with evacuation directions
	b) Call 9-1-1 if necessary
	c) Notify the Superintendent's Office of situation
	<u>Goal 3 Actions</u>
	a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards
	b) Make arrangements for central HVAC shutdown, as necessary
	• Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system
	c) Implement accountability procedures remotely
	
	STAFF ACTIONS:
	<u>Goal 2 Actions</u>
	a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter
	b) Provide a report of any hazards or situations that need attention to Incident Command/administration
	<u>Goal 3 Actions</u>
	a) Immediately clear students from the halls. Stay away from all doors and windows
	b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance
	c) Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights
	d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine
	e) If Incident Command Team is activated, serve in designated position

AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Secure Campus

Incident/Threat Off Campus – School Takes Precautionary Measures

Definition

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community, or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

Secure Campus is intended to prevent a potential community threat from entering campus

- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for any reason
- Requires that students and staff remain in Secure Campus status until ALL CLEAR is issued by administration

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- Police activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN in which case, instruction immediately ceases, and students and staff follow LOCKDOWN procedures.

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local law enforcement to • Ensure an effective Secure Campus response • Determine strategies for accounting for all students and staff • Determine effective rooms/areas to use in Secure Campus situations • Determine strategies law enforcement will use to keep the campus safe • Determine strategies recommended by law enforcement for staff to take b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u>

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus <u>Goal 3 Objectives</u> a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to • Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown • Determine rooms/areas best suited for Secure Campus situations • Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand • Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response • Develop accountability procedures which will work for law enforcement and the campus • Consider the different types of hazards that might require Secure Campus b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus b) Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown

	d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Campus procedures quarterly b) Participate and lead students through Secure Campus drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Secure Campus response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs. b) Work with District office for assistance needed. c) Implement Secure Campus procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Secure Campus b) Notify 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus <u>Goal 3 Objectives</u> a) Implement Secure Campus procedures b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command <u>Goal 2 Actions</u> a) Make notification to staff and students • The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary • The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff • If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the announcement for the Secure Campus and then tell staff to check their emails for more details • The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System • Include details such as: o Calmly walk to or remain in school buildings o Lock all exterior doors o Close blinds

- Continue the education process
- Make an announcement in person directly or over the public address system:
- *Announcement Example: "Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff please check your email periodically for more information."*
  -REPEAT-
- *To alert visually impaired individuals*
  - Announce the type of emergency
  - Offer your arm for guidance
  - Tell person where you are going, obstacles you encounter
  - When you reach safety, ask if further help is needed
- *To alert individuals with hearing limitations*
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures –OR-
  - Write a note with directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation. Ask for assistance as needed.
d) If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

Goal 3 Actions

a) Designate assigned individual to close all entrance and exit points on the campus perimeter
b) Designate assigned individual to lock all doors leading into administration building and other common areas
c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside
d) If law enforcement is on campus, they may be able to provide escort for a in-person check to ensure all classrooms are securely locked
e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)
f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown
g) If students are out at break, recess, or lunch and situation is deemed imminent, announce Secure Campus status and ask that all students return to assigned classrooms immediately
h) Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
i) After the emergency has been neutralized, initiate All Clear

STAFF ACTIONS:

Goal 2 Actions

j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside
k) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 3 Actions

a) Move to the door and instruct any passing students to return to assigned classroom immediately
b) Close and lock the door

	c) Continue class instruction or activity as normal d) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions e) Be alert to the possibility that response may elevate to LockDown f) Do NOT call office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room g) Wait for another action or, if All Clear is issued, return to normal class routine **Staff Actions: If Students Are Engaged In Class Activity On An Outlying Field (PE or Other Activity)** <u>Goal 3 Actions</u> a) Gather students together and organize into an orderly formation b) Inform students that as part of Secure Campus procedures, the class will move immediately to a pre-determined classroom location c) Proceed to on-campus shelter location as quickly as possible d) Once inside, take attendance to ensure all present students are accounted for e) By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students f) Implement all classroom policies and procedures for Secure Campus status g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander h) Wait for another action or, if All Clear announcement is issued, return to normal class routine
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:**

	<u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Lockdown

Threat of Violence on Campus/Immediately off Campus

See also Active Shooter and Other Active Assailant Procedures

Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will put students and staff in jeopardy. Lockdown is used to prevent intruders from entering occupied areas of the building. The concept of Lockdown is no one in, no one out. All exterior doors are locked, and students and staff must always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:

- Law Enforcement is aware of the situation
- Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening

This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives

	a) Meet, train and drill with local law enforcement to: • Ensure an effective Lockdown and Active Shooter/Armed Assailant response • Determine strategies for accounting for all students and staff • Determine effective rooms/areas to use in Lockdown situations • Determine strategies law enforcement will use to keep the campus safe • Determine strategies recommended by law enforcement for staff to take during Lockdown situations b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown <u>Goal 3 Objectives</u> a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Meet with local law enforcement to: • Ensure the agency and responders know the standardized language and when they should call for a “Lockdown” rather than a “Secure Campus” • Determine rooms/areas best suited for Lockdown situations • Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand • Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response • Develop accountability procedures which will work for law enforcement and the campus • Consider the different types of threats that might require Lockdown • Procedures for All Clear in Lockdown situations b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> a) Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as much information as possible in order for an effective response without causing undue panic

	b) Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus c) Ensure staff are familiar with special needs planning for emergencies (Functional Annex E) <u>Goal 3 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence **STAFF ACTIONS:** <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures d) Understand the difference between a Lockdown and a Secure Campus e) Be Familiar with Active Shooter/Armed Assailant procedures f) Be familiar with the accountability procedures g) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Lockdown procedures quarterly b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Lockdown response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Lockdown b) If available, work with law enforcement, and other responders to determine Lockdown needs c) Work with District office to obtain needed assistance d) Implement Lockdown procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Lockdown b) Notify 9-1-1 c) Notify Superintendent's Office. d) Staff provide accountability report and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown <u>Goal 3 Objectives</u> a) Implement Lockdown procedures b) If safe to do so, ensure every student and staff members is accounted for

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations b) If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command Goal 2 Actions a) Make notification to staff and students • The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus • Make an announcement in person directly or over the public address system: • Announcement Example: "Attention please. We have an emergency situation and must implement Lockdown procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement" • If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms • All staff should put life safety as priority and only engage in communications if they are in a secure area AND o Know where the threat is and/or can describe to law enforcement how get to the threat o Can describe the perpetrator(s) o Are in dire need of medical services o With someone in dire need of medical services • *To alert visually impaired individuals* o Announce the type of emergency o Offer your arm for guidance o Tell person where you are going, obstacles you encounter o When you reach safety, ask if further help is needed • *To alert individuals with hearing limitations* o Turn lights on/off to gain person's attention -OR- o Indicate directions with gestures –OR- o Write a note with directions b) Call 9-1-1 if necessary • Provide as much information about the situation/threat: o Location o Description: clothing, age, etc. o Weapons c) Notify the Superintendent's Office of situation. Ask for assistance as needed. Goal 3 Actions a) Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so b) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office c) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked d) Provide master key to law enforcement if they don't already have one or do not have access to the Knox box.

e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response

f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately

g) After the emergency has been neutralized, initiate All Clear per procedures developed

STAFF ACTIONS:

Goal 2 Actions

a) Provide accountability report to Incident Command/administration, if safe to do so. This will be provided remotely (email or phone), in order for all individuals to remain inside
b) All staff should put life safety as priority and only engage in communications if they are in a secure area AND
    - Know where the threat is and/or can describe to law enforcement how get to the threat.
    - Can describe the perpetrator(s).
    - Are in dire need of medical services.
    - With someone in dire need of medical services.

Goal 3 Actions - Inside buildings

a) Move to the door and instruct any passing students to return to assigned classroom immediately
b) Close and lock the door
c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions.
d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom
e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible
f) Close any shades and/or blinds if it appears safe to do so
g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement
h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic
i) The only reason individuals in the classroom should use a phone is to provide information on the following:
    - Location of the perpetrator
    - Can describe the perpetrator
    - Someone in the area needs ***immediate*** medical assistance
j) If safe to do so, monitor email, texts and/or website for updated information
k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door
l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity
m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements
n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so
o) Wait for another action or, if All Clear is issued, return to normal class routine

	Goal 3 Actions – If Outside Buildings a) Staff will determine the best course of action, based on the location of the threat. Staff may: • Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given • Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** Goal 2 Actions a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Drop, Cover, Hold On Procedure

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Duck, Cover and Hold On is the action taken during an earthquake to protect students and staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses 2. Provide developmentally appropriate training to familiarize students with emergency responses 3. Implement mitigation strategies to prevent injury from flying and falling objects
Objective(s):	<u>Goal 1 Objectives</u> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies <u>Goal 2 Objectives</u> a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods <u>Goal 3 Objectives</u> a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage
Courses of Action:	**PRINCIPAL/SITE ADMINISTATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills. c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked

	STAFF ACTIONS: <u>Goal 1 Actions</u> a) Be familiar with the Incident Command System and designated role on the Incident Command Team. b) Follow the Chain of Command during emergency situations. c) Be familiar with Drop, Cover and Hold-On procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification. f) Participate and lead students through Drop, Cover and Hold-On drills. g) Be familiar with special needs emergency planning (Functional Annex E) <u>Goal 2 Actions</u> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <u>Goal 3 Actions</u> a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices
DURING	
Goals:	1. Make proper notifications. 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Make notify to staff and students to Drop, Cover and Hold-On b) Call 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <u>Goal 2 Objectives</u> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <u>Goal 3 Objectives</u> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Make notification to staff and students • In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On • During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System • The following announcement will be made over the public address system and by teachers in classrooms: • *<u>Announcement Example</u>: "Attention please. We are experiencing seismic activity. For your protection, follow Duck, Cover and Hold On procedures. Get under a table or desk, away from windows and anything that could fall*

and hurt you. Hold that position until the shaking stops or until you receive further instructions"

- Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage

Goal 2 Actions

a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required
b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures

Goal 3 Actions

a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures
b) Implement accountability procedures
c) If there is evidence of a gas leak, designate someone to turn off gas valves
d) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team
e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe
f) Implement Reunification Plan as necessary (See Functional Annex B)

STAFF ACTIONS:

Goal 1 Actions

a) Provide accountability report to Incident Command/administration.
b) Provide a report of any hazards or situations that need attention to Incident Command/administration.
c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions

a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings

a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface
b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation

	e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris f) If Incident Command Team is activated, fill designated position g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible. h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official. <u>Goal 3 Actions – Outside Buildings</u> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area d) If Incident Command Team is activated, fill designated position
AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REUNIFICATION PLAN

FUNCTIONAL ANNEX B

REUNIFICATION PLAN

Purpose

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. if an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

NOTE: For brevity, this plan will refer to "parents," which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

Situation and Assumptions

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process.
Parents/guardians may be emotional when arriving at the school.
While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency.
Staffing may be limited; some duties may need to be modified based on the amount of staffing available.
District office staff may need to assist with the reunification process.

Disclaimer

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

Concept of Operations

General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
    - The Assembly Area, which will be where students can wait for their parents/guardians
    - The Request Gate where parents/guardians fill out reunification documentation and provide identification
    - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
    - The Reunification Area where parents/guardians, will be escorted to and reunified with their student
    - The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

Basic Operations

- **Assembly Area**: Managed by Assembly Area Leader**.** Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader**.** When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

On-Scene Parent Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains

- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma
- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

End of Operations

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

Reunification Considerations General

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the District Office?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

Administration and Support

Reporting

Need for student/parent reunification should be reported to the district office and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include pre-determined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures

TWO-GATE REUNIFICATION

With Reunification Taking Place AT RELEASE GATE

This type of reunification is recommended when there are NO injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICAITON SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Ask Parent to proceed to the Release Gate
- ☐ File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

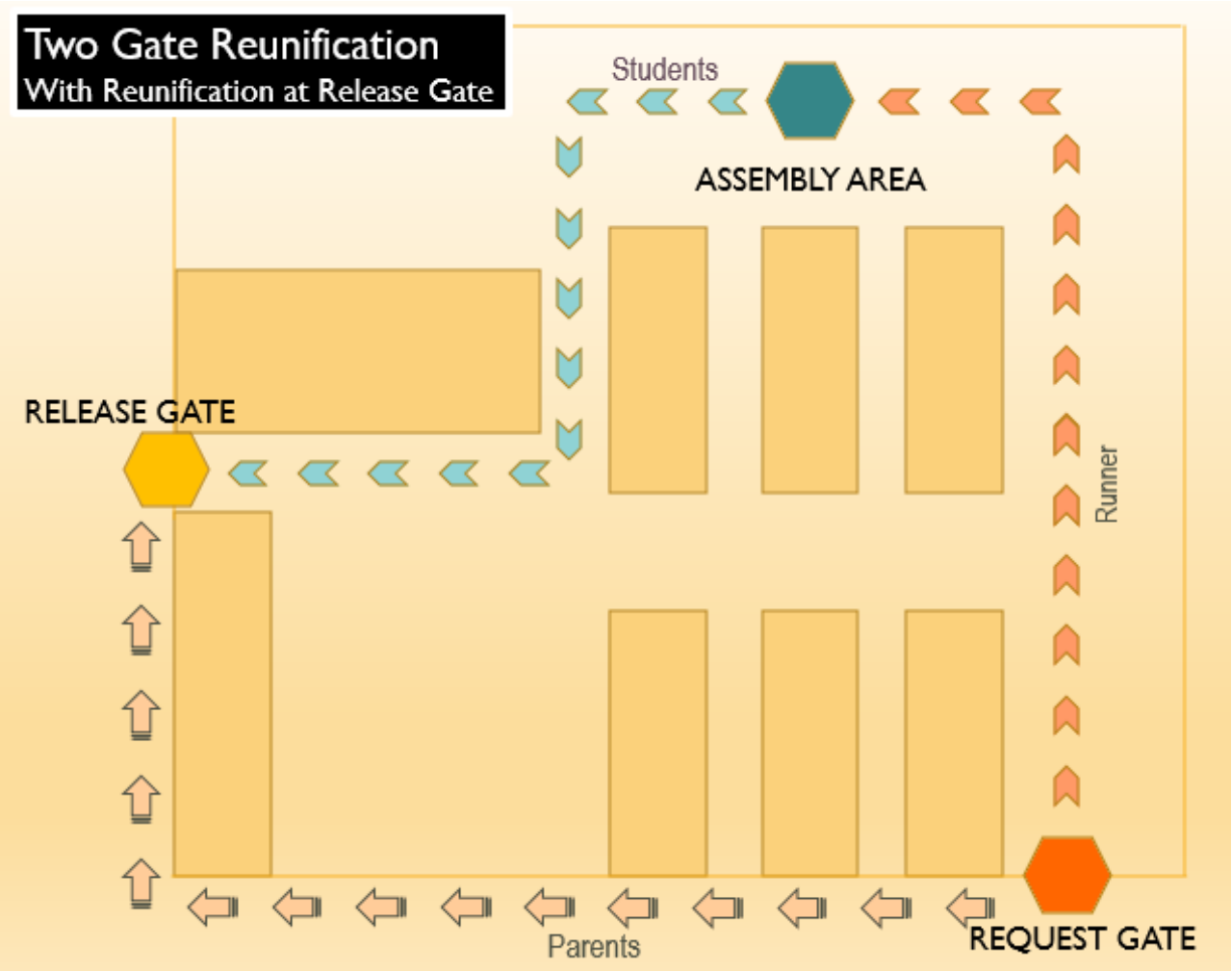
- ☐ Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form

- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, “Sent with Runner”
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent/Guardian
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**

  Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification be used. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form
    - “Absent” if student was not in school that day
    - “First Aid” if student is known to be receiving Medical Treatment
    - “Missing” if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Release Gate Leader
  - Release Gate Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

RELEASE GATE

- ☐ Runner provides form to Release Gate staff who check Parent ID again
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion


Two Gate Reunification
With Reunification at Release Gate
Students
ASSEMBLY AREA
RELEASE GATE
Runner
Parents
REQUEST GATE

TWO-GATE REUNIFICATION

With INTERNAL Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area. The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

CONTACT THE DISTRICT OFFICE FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the district alerted by multiple means to either:
  - *Standby* or
  - *Report*

REUNIFICAITON SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier
- ☐ Assign volunteers to assist
- ☐ Set up tables at the Request Gate and Release Gates
- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate
- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate
- ☐ Set up Release Gate outside away from the Request and Assembly areas
- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews
- ☐ Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate
- ☐ Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

NOTIFICATION AREA SET-UP

- ☐ Private area with individual rooms, and external private access to transportation of premises, if possible
- ☐ Power supply and Internet access
- ☐ Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- ☐ Telephone to communicate with outside agencies and area hospitals
- ☐ Counselors and/or trained mental health professionals to provide notification and support to families

- ☐ Get names and contact information for district personnel who will serve as the Family Liaison, if the child is injured, missing or deceased
- ☐ Water and snacks

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, district/site official's name and signature
- ☐ Have staff escort parents as individuals or groups to the reunification area
- ☐ If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- ☐ File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
  - Runner shows Student Request & Release Form to the Assembly Area Leader
  - Teacher/Staff marks box, "Sent with Runner"
  - Runner walks student to Release Gate
  - Runner hands paperwork to Release Staff
  - Release Staff verifies student ID and concludes release process to Parent.
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**
  - Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
    - "Absent" if student was not in school that day
    - "First Aid" if student is known to be receiving Medical Treatment.
    - "Missing" if student was in school but now cannot be located
  - Runner takes Student Request & Release Form to Reunification Area Leader
  - Reunification Area Leader verifies student location, if known, and directs runner accordingly
    - If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
    - If student was marked absent, notify parent accordingly
    - If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

REUNIFICATION AREA

- ☐ Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- ☐ Monitor flow of traffic
- ☐ Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- ☐ Double checks child's name with Student Request & Release Form
- ☐ Documents reunification on student lists or other developed method
- ☐ Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent

- ☐ If parent comes into Reunification are whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

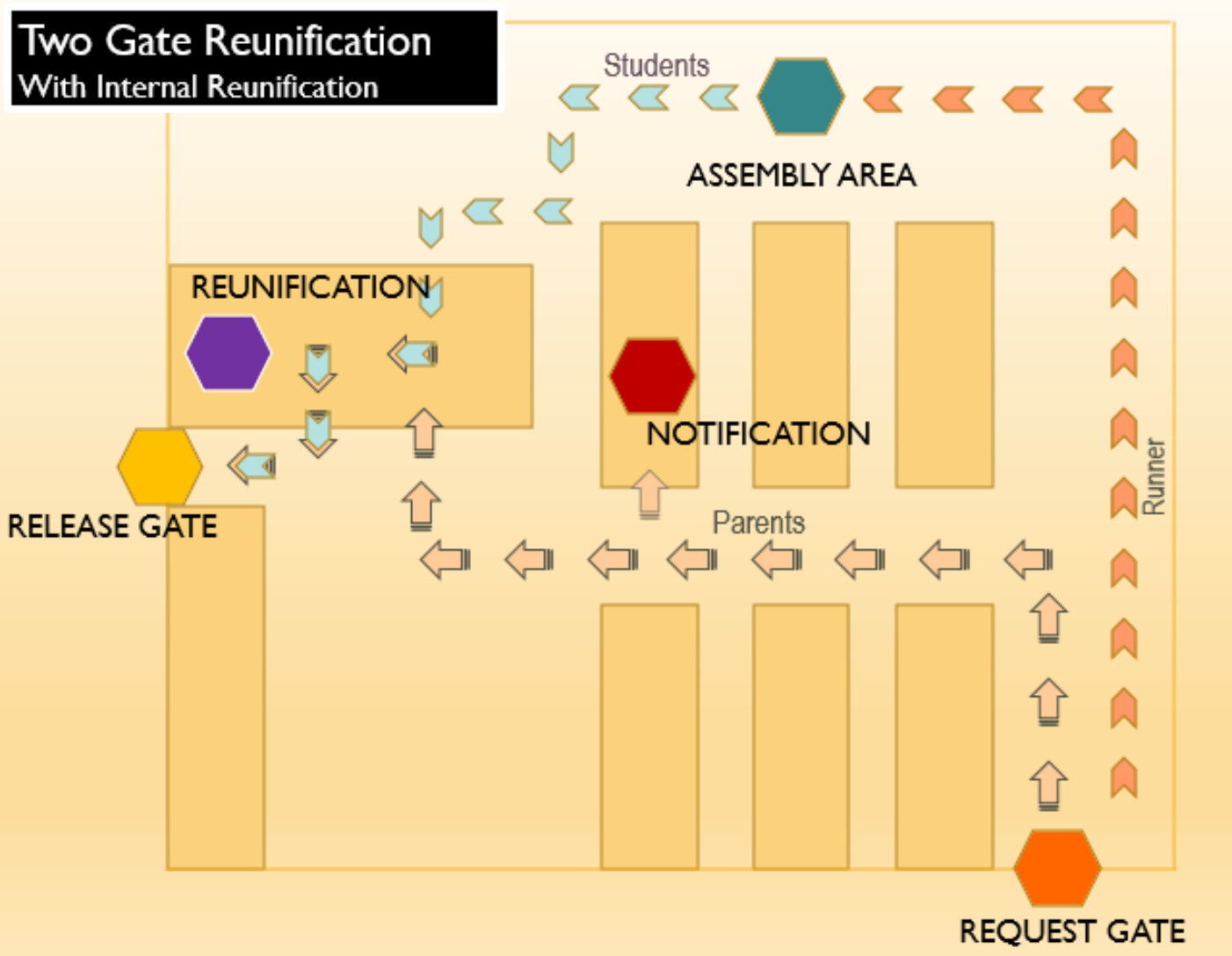
NOTIFICATION AREA

Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- ☐ Greet parents or legal guardians
- ☐ Verify the name(s) of the student(s) they are requesting
- ☐ Verify the status of the student(s) being requested
- ☐ Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- ☐ Arrange for assistance in the way of transportation, faith-based assistance, or other support.
- ☐ Assign a district employee to serve as a liaison to the family
- ☐ Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)
- ☐ Assist the parent with their trauma
- ☐ Make communication devices available to the parent/guardian means for contacting other family members and supporters
- ☐ Shelter the parent from media representatives

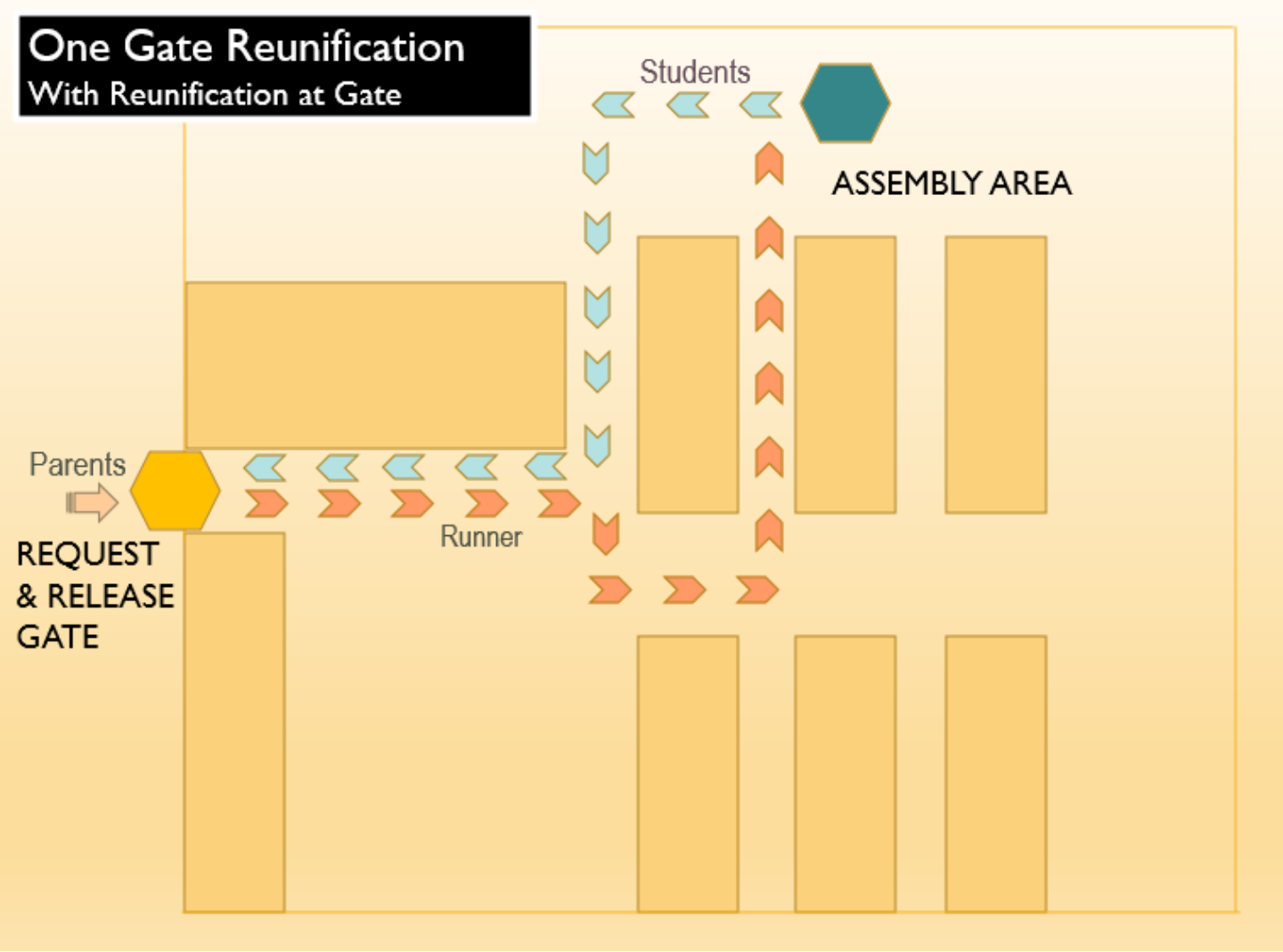
RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion


Two Gate Reunification
With Internal Reunification
Students
ASSEMBLY AREA
REUNIFICATION
NOTIFICATION
RELEASE GATE
Parents
Runner
REQUEST GATE

ONE-GATE REUNIFICATION

This type of reunification is recommended when there are NO injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.



CLASSROOM REUNIFICATION

Classroom reunifications is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

REUNIFICAITON SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.
- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests
- ☐ Follow specific 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. Do not communicate unverified information or spread rumors

START UP

- ☐ Assign volunteers to assist
- ☐ Make signs with classroom numbers and teacher's name to have at the Request Gate.
- ☐ Have Student Request & Request & Release Forms for each parent
- ☐ Provide Emergency information to each teacher in their classroom via PDF or hard copy
- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews
- ☐ Set-up Release Gate, for double checking ID

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form
- ☐ Line parents up according to classroom
- ☐ Escort parents to classroom

REUNIFICATION AREA (CLASSROOM)

- ☐ Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods
- ☐ Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification
- ☐ Documents reunification on student lists or other developed method
- ☐ Reminds parents to have ID out for last check at the Release Gate
- ☐ Sends the Student Request & Release Form to Release Gate with parent

RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student
- ☐ Release Gate staff document student release
- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

OFF-SITE REUNIFICATION

Off-Site reunifications will have extensive District Office staff support.

School site staff should expect to:

- ☐ Account for students. Let Incident Commander know of any missing, injured or deceased students
- ☐ Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others
- ☐ Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site
- ☐ Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk
- ☐ Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc

Incident Commander should expect to:

- ☐ Account for students. Let Law Enforcement and District Office know of any missing, injured or deceased students
- ☐ Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible
- ☐ Be available to district office staff, to assist with reunification once at external location
- ☐ Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or a district administrator

REUNIFICATION SUPPLY CONSIDERATIONS

- ☐ Roller Boxes and/or Rubbermaid Containers for all equipment
- ☐ Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- ☐ Student Request & Release Forms
- ☐ Alpha Signs to Organize Request Lines
- ☐ Tables and Chairs
- ☐ Bull Horns
- ☐ Caution tape
- ☐ Boxes to Organize Emergency Cards and Student Request & Release Forms
- ☐ Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- ☐ Vests
- ☐ ICS Assignment Badges
- ☐ Folders and organizers for rosters, student Request & Release Forms, etc.
- ☐ Pens and markers
- ☐ Map with Release Area and Parking
- ☐ Clipboards or extra tables along line for Parents to use
- ☐ Staplers
- ☐ Duct Tape
- ☐ Painter’s Tape
- ☐ Zip-lock large bags
- ☐ Radios and extra batteries

STUDENT REQUEST & REQUEST & RELEASE FORM

Parent/Guardian: **Please complete section 1 of this form**. You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.
Padres/Guardianes: **Por favor complete esa seccion1 de esta forma**. Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

PLEASE PRINT

(List siblings on the same form ONLY if they have the SAME LAST NAME)

PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES

1

STUDENT Last Name		First Name	Teacher	Grade
	1)			
	2)			
	3)			

PRINT NAME of Authorized Adult
(Must be listed as an emergency contact)

Cell Phone Number

STAFF COMPLETE SECTIONS 2 & 3

REQUEST GATE

2

Yes	No	
❑	❑	Is the person requesting the student on the Emergency Contact List STAFF INITIALS_____
❑	❑	On the Emergency Contact List paperwork, circle the name of the person picking up the student.
❑	❑	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):
❑	❑	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).
❑	❑	Staff - give this form to a "staff runner" to retrieve the student.

RELEASE GATE OR REUNIFICATION AREA

3

Yes	No	
❑	❑	Receive/get student from Assembly Area.
❑	❑	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.
❑	❑	Verify Photo I.D. again. Have them sign below to indicate where they are going next.

Signature of person releasing student to:
Firma de la persona liberando al estudiante: _____

Next Destination:
Proximo destino: _____

Staff Signature: _____ **Time of Release:** _____

NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM

Student Release Log

School Corral Hollow Elementary School Date _____

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the District Emergency Operations Center (EOC) is activated report this information to the Operations Section in the EOC. If it not activated, report to Superintendent's Office]

ABBREVIATED
AFTER-ACTION REPORT
(for small scale events and drills)

DATE:		TIME:	
SCHOOL/SITE	Corral Hollow Elementary School	BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

Add rows to table as necessary

STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR

1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
3) Complete this form using the information gained from the Brainstorm session.
4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
5) Keep a copy of this completed form for your records.

INCIDENT COMMAND TEAM POSITION GUIDES

FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

Section: Command

Site Incident Commander

Reports to: **Superintendent (or designee)**

Staffing Characteristics: Principal or Site Administrator

Responsibility: The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response 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 Position Assignment Log as positions are staffed

- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates
- Reassign personnel as needed
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become “Disaster Service Workers” and can be deployed by the Superintendent
- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls 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, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief
- Proclaim termination of the emergency and proceed with recovery operations if necessary

Safety Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

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

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures.
- Implement Site Emergency Procedures Plan
- 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 Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Monitor drills, exercises, and emergency response activities for safety
- Identify and mitigate safety hazards and situation
- 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 Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

Public Information Officer

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet
  - School Accountability Report
- Scissors
- School site map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Digital recorder/voice recorder

Start-Up Activities:

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander
- Consult with District's Communications Officer to coordinate information release
- Assess situation and obtain statement from the Site Incident Commander. 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 Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation
- Statements must be approved by the Site Incident Commander and should reflect:
    - Reassurance - “Everything’s going to be OK.”
    - 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 location, 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 and volunteers to refer all questions from media or waiting parents to the Public Information Officer**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about incident. Correct any misinformation heard

Section: Command

Liaison Officer

Reports to:	**Site Incident Commander**
Staffing Characteristics:	**These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	

- Brief Agency Representatives on current situation, priorities, and incident action plan
- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans
- Provide periodic update briefings to Agency Representatives, as necessary

Operations Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

Special Equipment:

- Maps: See Crisis Response Box

During Event:

- 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, utilizing the position checklists
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed
- Communicate with Finance & Administration Section Chief as to whether or not there are any “missing”. If it has been determined that there are “missing” occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact “missing” individuals.
- As information is received from the Operations staff, update the Site Incident Commander
- Inform the Site Incident Commander regarding tasks and priorities
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff as needed

Site Facility Check & Security

Reports to: **Operations Chief**

Staffing Characteristics: Custodian or others familiar with the site's facilities.

Responsibility: Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools

During Event:

- Observe the campus and report any damage by radio to the Site Command Post
- Lock or open gates and major external doors appropriate for the situation
- 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 Site Incident Commander
- Post yellow caution tape around damaged or hazardous areas
- Verify that campus gates are secured and report same to Site Incident Commander
- Advise Site Incident Commander of all actions taken for information and proper logging
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety
- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

Search & Rescue Team Leader

Reports to: **Operations Chief**

Staffing Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing "missing" occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response
- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
  - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking 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 building**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

Search & Rescue Team

Reports to: **Search & Rescue Team Leader**

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response
- **Each Buddy Team will consist of 3 persons**

During Event:

- **Buddy system: 3 persons per Buddy Team**
    - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation firs
    - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking 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**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

First Aid & Medical Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Responsibility: Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs
- Request assistance from the District Crisis Response Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container
- 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 with staff trained in CISM from the District Crisis Response Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
  - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel

- Report deaths immediately to Operations Section Chief.
  After pronouncement or determination of death:
  - **Do not** move the body until directed by Site Incident Commander
  - **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 Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities 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. 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
- Keep Operations Section Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

Section: Operations

First Aid & Medical Team

Reports to: **First Aid & Medical Team Leader**

Staffing Characteristics: Trained in First Aid and Critical Incident Stress Management (CISM)

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First Aid & Medical Team supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms:
  - Medical Treatment Log
  - Notice of First Aid-Care Provided

Start Up Activities:

- Obtain and wear personal safety equipment including latex gloves
- Use approved safety equipment and techniques
- Check with First Aid & Medical Team Leader for assignment

During Event:

- Administer appropriate first ai
- **Keep accurate records of care given**
- Continue to assess victims at regular intervals
- Report deaths immediately to First Aid & Medical Team Leader
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available

Buddy Teams:

- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Are

Triage Entry Area:

- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments
- Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged
- Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie

Treatment Areas ("Immediate" & "Delayed")

- Completes secondary head-to-toe assessment
- Records information on triage tag and onsite treatment records
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead

After:

- Clean up first aid area. Dispose of hazardous waste safely
- Assist in the Critical Incident Stress Debriefing for the staff

Reunification Team Leader

Reports to: **Operations Chief**

Staffing Characteristics: Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.

Responsibility: Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

Special Equipment:

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard
- Phone or radio to communicate with team
- Forms: to provide to team
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- Ensure signage for way-finding and instruction is posted throughout the school
- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)
- Refer to School Site Reunification Plan when necessary

During Event:

- Monitor the safety and well-being of the parents, students and staff
- Mitigate any identified problems
- Ensure team members are getting breaks
- Maintain order
- Work with security on any safety issues
- Direct all requests for information to the Public Information Officer

Assembly Area Leader

Reports to: **Operations Chief**

Staffing Characteristics: Trained in managing large groups of students - Associate Principal or Administrative Designee

Responsibility: Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accountability Report
  - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- If school is evacuating:
  - Verify that the Evacuation Area and routes to it are safe
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate
  - Initiate the set-up of portable toilet facilities and hand washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area
- Administer minor first aid as needed
- Support the Release Gate process by releasing students with appropriate paperwork
- When necessary, provide water and food to students and staff
- Make arrangements through the Logistics Section 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 Evacuation Area (or in the buildings)
- Direct all requests for information to the Public Information Officer

Request Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Pens for parents' to complete forms
- Forms:
  - Student Release Form
  - Volunteer Assignment Log

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
- **Refer all requests for information to the District's Communications Officer**
- If volunteers arrive to help, have them report to the Request Area to be registered

Reunification Procedures:

- Requesting parent or guardian 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
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box
- Runner takes form(s) to the designated classroom

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on 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 Notice of First Aid Care Given Form with the runner
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Operations Chief for verification**

Section: Operations

Release Gate

Reports to: **Operations Chief**

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or authorized adult at the Release Gate.

Special Equipment:

- Stapler
- Pens for parents to sign Student Release Log
- Student Release Log
- Signs: Release Gate
- Empty file boxes to use for processed Student Release Forms

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Area.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**

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 Notice of First Aid Given Form with the runner.
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate
- Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in 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 the Operations Section Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification
- Parent should be notified of missing student status 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

Section: Planning & Intelligence

Planning & Intelligence Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Resource Teacher

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

Records:

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content
- Log in all written reports
  - **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**
- File all reports for reference

Student and Staff Accounting:

- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

Situation Status Map:

- Collect, organize and analyze situation information
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (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 Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

Section: Logistics

Logistics Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Equipment:

- Cargo container or other storage facility with all emergency supplies stored on site
- Forms
- Site Status Report
- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed
- Review staff roster and begin call-back, as required

During Event:

- Maintain security of cargo container, 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
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies

Section: Finance & Administration

Finance & Administration Section Chief

Reports to: **Site Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards. Office staff.

Responsibility: Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment::

- None

During:

- Receive, record, and analyze Student Accounting Forms
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically
- **Report missing persons and site damage to Planning & Intelligence Section Chief**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- 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
- Determine process for tracking purchases
- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

INITIAL DAMAGE ASSESSMENT

FUNCTIONAL ANNEX D

CONDUCTING AN INITIAL DAMAGE ASSESSMENT

Initial damage assessment – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School	Corral Hollow Elementary School		DATE:	
Buildings Damaged				
Space is (check all that apply)				
□ Not usable	□ Usable	□ Wet/Damp	□ Dry	□ Unknown
Utilities are operational (check all that apply)				
□ Phone	□ Internet	□ Electrical Power	□ Water	□ Sewer
Ceiling (e.g wet, sagging, collapse)				
Walls (e.g. cracks, watermarks, soot)				
Floor/Carpet (e.g. wet, burnt, torn, mildew)				
Water Leaks (e.g. from roof, through walls, windows)				
Doors/Windows (e.g. broken locks, hinges, awnings)				
Fixtures (e.g. electrical outlets, lighting)				
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)				
Other				

Evacuation Planning for Special Needs

FUNCTIONAL ANNEX E

For People with Disabilities and Special Needs

Corral Hollow Elementary School uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

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Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
    - Self
    - Self with device
    - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
    - Who
    - What
    - Where
    - When
    - How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ , for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72¨, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?
Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?
People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one’s arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and

other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?
Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?
If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?
Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?
Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?
People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person
When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People
When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?
Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

OREINTATION/WAY FINDING

Is There a Usable Circulation Path?
Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System
People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies
The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
  - Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
  - Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

  Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?
Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name: _____ Room #: _____

Building (home, office, etc.): _____ Primary Phone: _____

Are Service Animals Present: Yes No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	
Earthquake:	
Flood:	
Storm:	
Attack:	
Other (specify):	

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs *not* obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision *not* obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed?

How will the assistant(s) be contacted in an emergency?

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			
Assistant 5			
Assistant 6			

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

Opioid & Fentanyl Overdose Prevention

FUNCTIONAL ANNEX F

CORRAL HOLLOW ELEMENTARY SCHOOL PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Corral Hollow Elementary School's primary goal in the fight against opioids and fentanyl use is prevention.

Corral Hollow Elementary School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
    - How opioids and fentanyl affect the body's systems.
    - Refusal strategies
    - The signs and symptoms of use/abuse
    - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

FIVE ESSENTIAL STEPS FOR INDIVIUDALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person′s name.
- If this doesn′t work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person′s upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is “Someone is unresponsive and not breathing.” Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher’s instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer’s level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Corral Hollow Elementary School uses intranasal spray.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher

potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

CONFIDENTIAL

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts.

Prepared for the District's Board of Education's consideration in closed session and law enforcement, including the Tracy Police Department. (See Cal. Educ. Code section 32281(f)(1) and Cal. Govt. Code section 6254(aa).)