

# **Comprehensive School Safety Plan**

**Spencer Valley School  
Spencer Valley School District**

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**Meetings for public input were held on July 14, 2020, July 28,  
2021 and August 20, 2020**

**Plan Revised on February 12, 2021**

**Plan approved by Spencer Valley School District Governing  
Board for approval May 19, 2021**

**This document is available for public inspection during regular business  
hours at 4414 Hwy 78/79, Santa Ysabel, CA 92070**

**NOTE: Tactical information is excluded from the public inspection document. 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 this plan. This document is not available for inspection on the internet.**

## **School Site Mission**

**Spencer Valley School is a public elementary school, which provides a comprehensive education, in a safe, nurturing environment. Students develop the high academic skills, creativity, self-confidence and resourcefulness necessary to approach life with optimism, live it with integrity, and to make a positive difference in the world.**

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## **A. Child Abuse Reporting Procedures**

Spencer Valley School District provides materials and training for mandated reporting training online through the SDCOE website. All new staff review the information set forth in Penal Code 11165.7 during orientation and sign an oath that states they are familiar with the guidelines set forth in the code. The HR department ensures that training takes place within the specified time each year.

With the passage of [AB 1432](#) in September, 2014, all school districts, including Spencer Valley, county offices of education, and charter schools are required to:

1. Annually train, using the [online training module](#) provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in [Penal Code 11165.7](#), on the mandated reporting requirements.
2. Develop a process for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

Please see BP and AR 5141.4

# SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: \_\_\_\_\_

CASE NUMBER: \_\_\_\_\_

PLEASE PRINT OR TYPE

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		TODAY'S DATE	
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL	
		OFFICIAL CONTACTED - TITLE				TELEPHONE ( )
<b>C. VICTIM</b> <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX
	ADDRESS Street City Zip				TELEPHONE ( )	
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS
					GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)	
	PRIMARY LANGUAGE SPOKEN IN HOME					
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			
	TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)					
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	
					DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNKNOWN	
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>					
	1. NAME BIRTHDATE SEX ETHNICITY		3. NAME BIRTHDATE SEX ETHNICITY			
	2. NAME BIRTHDATE SEX ETHNICITY		4. NAME BIRTHDATE SEX ETHNICITY			
	<b>VICTIM'S PARENTS/GUARDIANS</b>					
	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 ( )	
	<b>SUSPECT</b>					
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
ADDRESS Street City Zip		TELEPHONE ( )				
OTHER RELEVANT INFORMATION						
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what persons 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 not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; 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, also known as CANRA. The Internet site is: <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 information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined 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), 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 instance 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 instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make 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, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

### IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): 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 for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets 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, **blue copy** to county welfare or probation, and **green copy** to district attorney.

#### ETHNICITY CODES

1 Alaska 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 Pac Island	26 White	31 White-Romanian

## **B. Disaster Response Procedures**

Spencer Valley's Plan addresses, all types of emergencies and disasters as required by Education Code and adopted Board Policies and Administrative Regulations.

See BP 3516a in **Appendix A**

**Spencer Valley School District**

**Spencer Valley School  
4144 Hwy 78/79  
Santa Ysabel, CA 92070  
760-765-0336**

**Administrator's  
Redbook**



**Adapted from San Diego East Region  
Readiness & Emergency Management for Schools  
& Marin County Schools Model Emergency Management Plan**

## **REDBOOK TABLE OF CONTENTS**

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Medical Team.....	
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Student Emergency Evacuation Absence List .....	
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Off-Site Evacuation Map .....	
Sample Required School Emergency Drill Report .....	
Optional Emergency Drill Planning Calendar .....	
Site Emergency Procedures & Plans For Special Needs Students .....	



## EMERGENCY ACTIONS

- All Clear .....
- Emergency Damage Assessment .....
- Lockdown .....
- Secure Campus .....
- Shelter in Place .....
- Take Cover.....
- Duck, Cover and Hold On .....
- Evacuation .....
- Off-site Evacuation .....
- Structured Reunification .....

## EMERGENCY RESPONSES (Alphabetical Index)

- Accident at School .....
- Active Shooter/Armed Assailant .....
- Aircraft Crash .....
- Air Pollution Alert .....
- Allergic Reaction .....
- Animal Disturbance .....
- Biological Agent Release .....
- Bomb Threat .....
- Bus Accident .....
- Chemical Accident (offsite) .....
- Chemical Accident (onsite) .....
- Civil Disobedience .....
- Death of a Student .....
- Death of a Staff Member .....
- Dirty Bomb .....
- Earthquake .....
- Explosion .....
- Fire (offsite) .....
- Fire (onsite) .....
- Flood .....
- Gas Odor/Leak.....
- Hazardous Materials .....
- Hostage Situation .....
- Intruder .....
- Irrational Behavior .....
- Kidnapping .....
- Medical Emergency .....
- Missing Student .....
- Motor Vehicle Crash .....
- Pandemic Influenza .....
- Poisoning / Contamination .....
- Public Demonstration .....

- Sexual Assault .....
- Storm/Severe Weather .....
- Student Riot .....
- Suicide Attempt .....
- Suspicious Package .....
- Terrorist Attack/War .....
- Threat Level Red .....
- Threats/Assaults .....
- Tsunami .....
- Utility Failure .....

## OATH OR AFFIRMATION

### **Spencer Valley School District – Administrative Regulation 4112.3**

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**

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.)

## USE OF SCHOOL FACILITIES

### **Spencer Valley School District - Board Policy 3516**

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

**2020-2021**  
**Spencer Valley School District EMERGENCY PLAN**

**Governing Board**

Carol Frausto, President and Clerk  
Marie Beatty, Member  
Derek Miller, Member

**KEY DISTRICT EMERGENCY NUMBERS**  
**See Staff phone #'s page 19**

Office/Department	Phone Number
Superintendent's Office	760-765-0336
Child Nutrition	760-765-0336
Information Technology Services	760-765-0336
Maintenance & Operations	760-765-0336
Special Education	760-765-0336
Learning Student Support Services	760-765-0336

## EMERGENCY TELEPHONE NUMBERS

<b>EMERGENCY</b>		<b>911</b>
<b>LAW ENFORCEMENT</b>		<b>Phone</b>
If more than one agency serves your area list each in alpha order in a separate box below.		
California Highway Patrol		760-765-3800
Julian Sheriff		760-765-0503
<b>FIRE</b>		<b>Phone</b>
If more than one agency serves your area list each in alpha order in a separate box below.		
CDF		760-765-0511
Julian Fire		760-765-1510
Julian Fire Station		760-765-0503
<b>HOSPITALS</b>	<b>Address</b>	<b>Phone</b>
Borrego Health Center		760-765-1223
Arch Health Partners (Urgent Care, Ramona)		760-789-5170
Pomerado Hospital		858-613-4000
Palomar Hospital		760-739-3000
<b>OTHER SERVICES</b>		
Animal Control		619-676-2675
Poison Control		800-222-1222
S.D. County Environmental Health		858-565-5173
S.D. County Hazardous Materials and Waste		858-505-6657
S.D. County Public Health and Human Services		619-441-6500
S.D. County Office of Education		858-292-3500
S.D. County Office of Emergency Services		858-565-3490
San Diego Gas and Electric		800-611-7343
Sewer		
Water		

## DISTRICT ADMINISTRATION PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
<b>Superintendent</b>	<b>Julie Weaver</b>	<b>760.765.0336</b>	<b>760.315.7263</b>
<b>Business</b>	<b>Kathleen McKenzie</b>	<b>760.765.0336</b>	<b>858.220.2434</b>
<b>Maintenance</b>	<b>Thomas Relaford</b>	<b>760.765.0336</b>	<b>760.936-6347</b>
<b>Technology</b>	<b>Vicki Bergstrom</b>	<b>760.765.0336</b>	<b>760-525.7484</b>
<b>Office</b>	<b>Jessica Noble</b>	<b>760.765.0336</b>	<b>760.331.8015</b>
<b>Board Member</b>	<b>Carol Frausto</b>	<b>760.765.0336</b>	<b>760.522.8038</b>
<b>Board Member</b>	<b>Marie Beatty</b>	<b>760.765.0336</b>	<b>619.654.3635</b>
<b>Board Member</b>	<b>Derek Miller</b>	<b>760.765.0336</b>	<b>619.994.3990</b>

## STAFF PHONE LIST

*This information will be used only during a school emergency*

POSITION	NAME	CELL PHONE
<b>Administrator</b>	<b>Julie Weaver</b>	<b>760-315-7263</b>
<b>Admin. Assistant</b>	<b>Jessica Noble</b>	<b>760.331.8015</b>
<b>Asst. Supt.</b>	<b>Kathleen McKenzie</b>	<b>858-220-2434</b>
<b>School Psychologist</b>	<b>Josh Brown</b>	<b>619-204-2366</b>
<b>Food Service</b>	<b>Janel Alexander</b>	<b>760-443-7704</b>
<b>Instructional Aide</b>	<b>Kim Miller</b>	<b>760-484-0105</b>
<b>Maintenance</b>	<b>Thomas Relaford</b>	<b>760-936-6347</b>
<b>Music Specialist</b>	<b>Bill Jones</b>	<b>760-521-7674</b>
<b>Resource Specialist</b>	<b>Becky Taylor</b>	<b>619-322-0263</b>
<b>School Psychologist</b>	<b>Josh Brown</b>	<b>619-204-2366</b>
<b>Technology</b>	<b>Vicki Bergstrom</b>	<b>760-525-7484</b>
<b>Teacher K-1</b>	<b>Sadie Pratt</b>	<b>760-522-1732</b>
<b>Teacher 2-3</b>	<b>Megan Cali</b>	<b>760-791-0940</b>
<b>Teacher 4-5</b>	<b>Lyndsie Cornette</b>	<b>760-500-6002</b>
<b>Teacher 6-8</b>	<b>Allyson Jasper</b>	<b>760-550-1769</b>
<b>Substitute Teacher</b>	<b>Shalom Covert</b>	<b>760-917-0887</b>

## SITUATIONAL COMMUNICATION PLANS

**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.**

<p style="text-align: center;"><b>911 Calls</b></p>	<ul style="list-style-type: none"> <li>• <b>When placing a 911 call: give your name, school name, and school address</b></li> <li>• <b>Give specific location of shooter, intruder, fire, hazardous material or other emergency</b></li> <li>• <b>Indicate location of incident command post</b></li> </ul>
<p style="text-align: center;"><b>Mass Notification to Parents</b></p>	<p><b>During an emergency:</b></p> <ul style="list-style-type: none"> <li>• <b>Secure site</b></li> <li>• <b>Follow protocol as listed in Red Book</b></li> </ul>
	<p><b>After an emergency:</b></p> <ul style="list-style-type: none"> <li>• <b>See Communications Officer before sending message</b></li> <li>• <b>Use all call School Messenger</b></li> <li>• <b>Set up Re-unification site when able</b></li> </ul>

## **CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL**

### **PLAN FOR LOSS OF COMMUNICATION:**

#### **If no telephone service:**

Try cell phone to make all calls
Go to electric room and connect phone to jack (marked on the wall to send and receive outside calls).

#### **If no Internet service:**

Use phone jack in electric room with push button emergency phone (stored in electric room).

### **PLAN FOR LOSS OF ELECTRICITY:**

#### **List loss of services in event of electrical outage:**

<b>water</b>
<b>sanitation (toilets)</b>
<b>refrigeration</b>
<b>lights and classroom equipment</b>
<b>telephone service (general)</b>

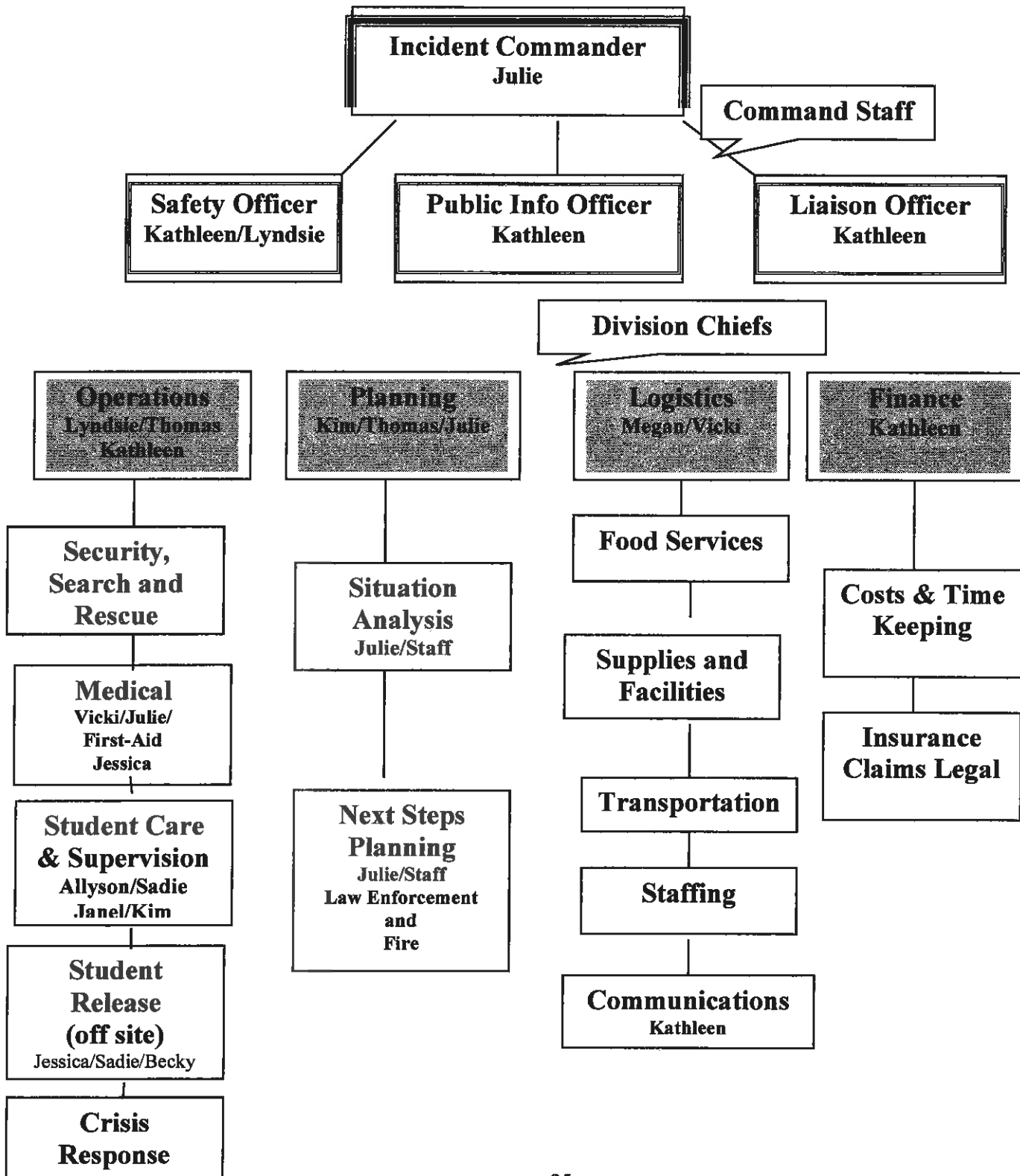
#### **List capability of backup power:**

<b>The electric room is wired to take a generator – Access point on the outside wall through the back patio (between kitchen and back of the office)</b>

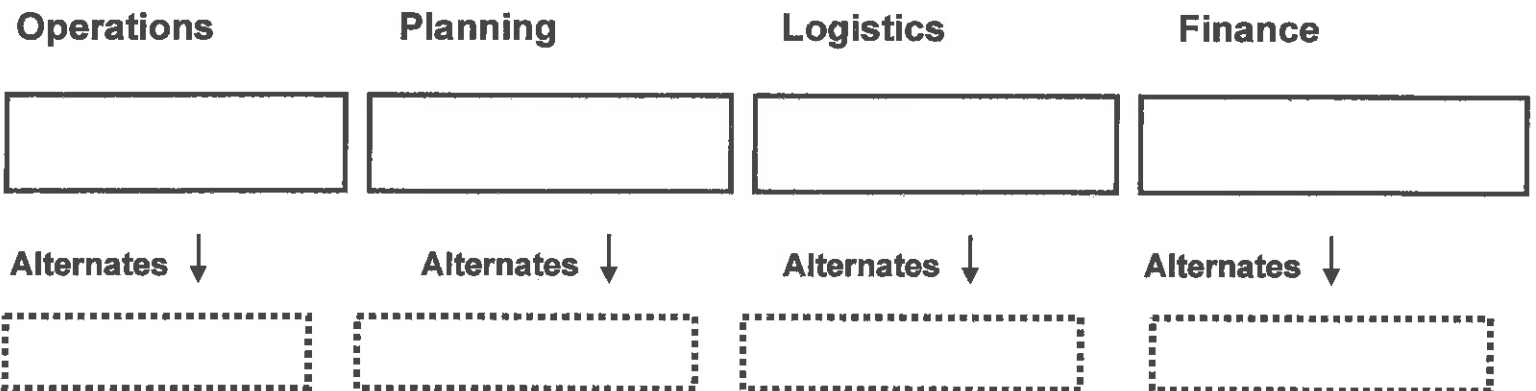
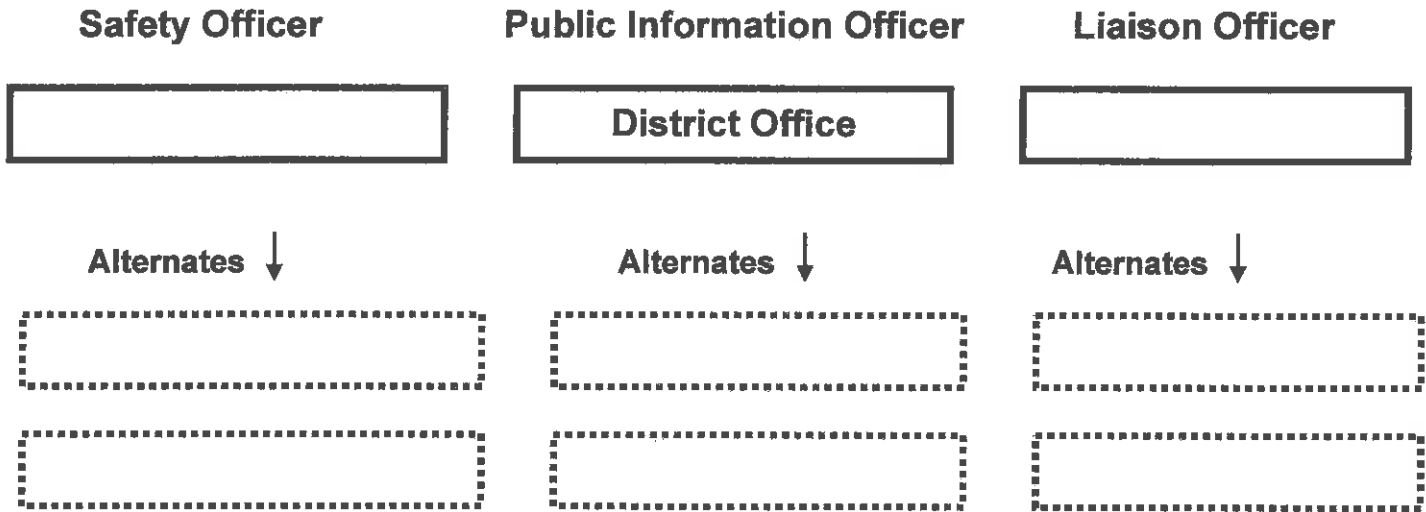
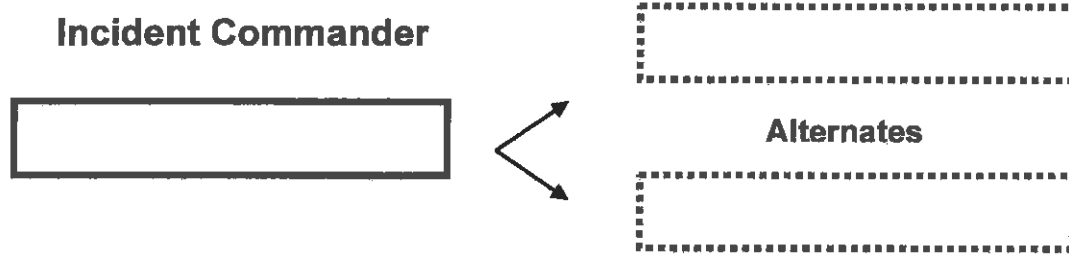


# INCIDENT COMMAND

## Incident Command System



**INCIDENT COMMAND SYSTEM**  
**School Site Assignments**  
Model Emergency Plan: Pages 24-34



## **OPERATIONS**

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### **Operations Chief**

**Julie Weaver – Until official entity arrives**

---

### **Security, Search and Rescue Team Members**

**Lyndsie, Thomas and Kathleen**

---

### **Medical Team Members**

**Vicki, Julie, Jessica**

---

### **Student Release Team Members**

**Jessica, Becky**

---

### **Student Care and Supervision Team Members**

**Allyson/Sadie**

---

# INCIDENT COMMAND STAGING LOCATIONS

(Model Emergency Plan: Page 28)

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post		
Media Staging (PIO)		
Security Team		
Search & Rescue		
Medical		
Student Care		
Student Release Area		
Emergency Vehicles		

## BUILDING INFORMATION

**SCHOOL SITE**

**DOCUMENT DATE**

<b>Spencer Valley</b>	
-----------------------	--

## EMERGENCY UTILITY SHUT-OFFS

*Refer to campus map for additional information*

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	X		Electric room in courtyard
Gas	Total main gas shutoff?	X		Propane tank (fenced area)
Water	Total main water shutoff?	X		Well/pump house (fenced area)
Knox Box				

## ALARM COMPANY INFORMATION

Company Name	Standard Electronics	
Office Phone	619.596.9950	
Emergency Phone	619.699.1716	
Responsible Parties	Julie Z. Weaver	Kathleen McKenzie Thomas Relaford
Locations of Control Panels	Conference Room - wall in hallway	

## EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Ball closet (facing playground and lunch tables)

## **INCIDENT COMMAND POST**

### **PREPARATION:**

#### **Principal, Office Staff, Support Staff**

1. Update teacher Crisis Envelopes with:
  - a. Emergency evacuation plan
  - b. Evacuation Absence Lists
  - c. Class lists to be updated each trimester
  - d. ID tag
  - e. Teacher name sign
  - f. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. Update Emergency Response Boxes with:
  - a. Student lists with parent phone numbers (each trimester)
  - b. Lists of students with special needs
  - c. Lists of staff members and phone numbers (cell and home)
8. Each year in October, review and update emergency plan.

### **EMERGENCY:**

#### **Principal or designee:**

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.  
(See "Immediate Steps", page 4, #4)

## **SECURITY, SEARCH & RESCUE TEAM**

***Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.***

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

### **PREPARATION:**

1. Know the location of:
  - a. fire extinguishers
  - b. central cut-off for water and electricity
  - c. emergency supply/tool barrels

### **EMERGENCY:**

1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area (see Sweep Map, page 32.)
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

**Spencer Valley School**  
**Security, Search and Rescue Area Map**



## **STUDENT RELEASE TEAM**

- See the Student Release Emergency Action on pages 29 and \_\_\_\_

## **MEDICAL TEAM**

### **PREPARATION:**

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

### **EMERGENCY:**

1. Check in with evacuation area leader.
2. Report to the first aid center.
3. Take student "health logs" to the first aid/triage area.
4. Take a walkie-talkie for communication with Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injured.
8. Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.

## TEACHER “BUDDY” LIST

Listed below are “buddy” teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each others students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your “buddy”.

## Buddy Assignments

[illegible]

**Financial Section Members begins documentation of an incident at the direction of the Incident Commander**

**Duty Position:** \_\_\_\_\_

[illegible]

## STUDENT EMERGENCY EVACUATION ABSENCE LIST

- Please list all students absent from your class.
- Check "Absent" if the student was absent at roll call.
- Check "No show" if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.
- If you are the buddy teacher and do not know who is absent or missing, please check "buddy teacher" below and indicate total number of students present at evacuation site.

☐ "Buddy Teacher"

Total # of students present \_\_\_\_\_

TEACHER \_\_\_\_\_

- ☐
- All students present and accounted for.

[illegible]

## EMERGENCY EVACUATION SUPPORT PERSONNEL ABSENCE LIST

- This list should include all district/staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, nurses/health aides, psychologist, itinerant teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

[illegible]

# STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. (copies are located in your emergency folder.)

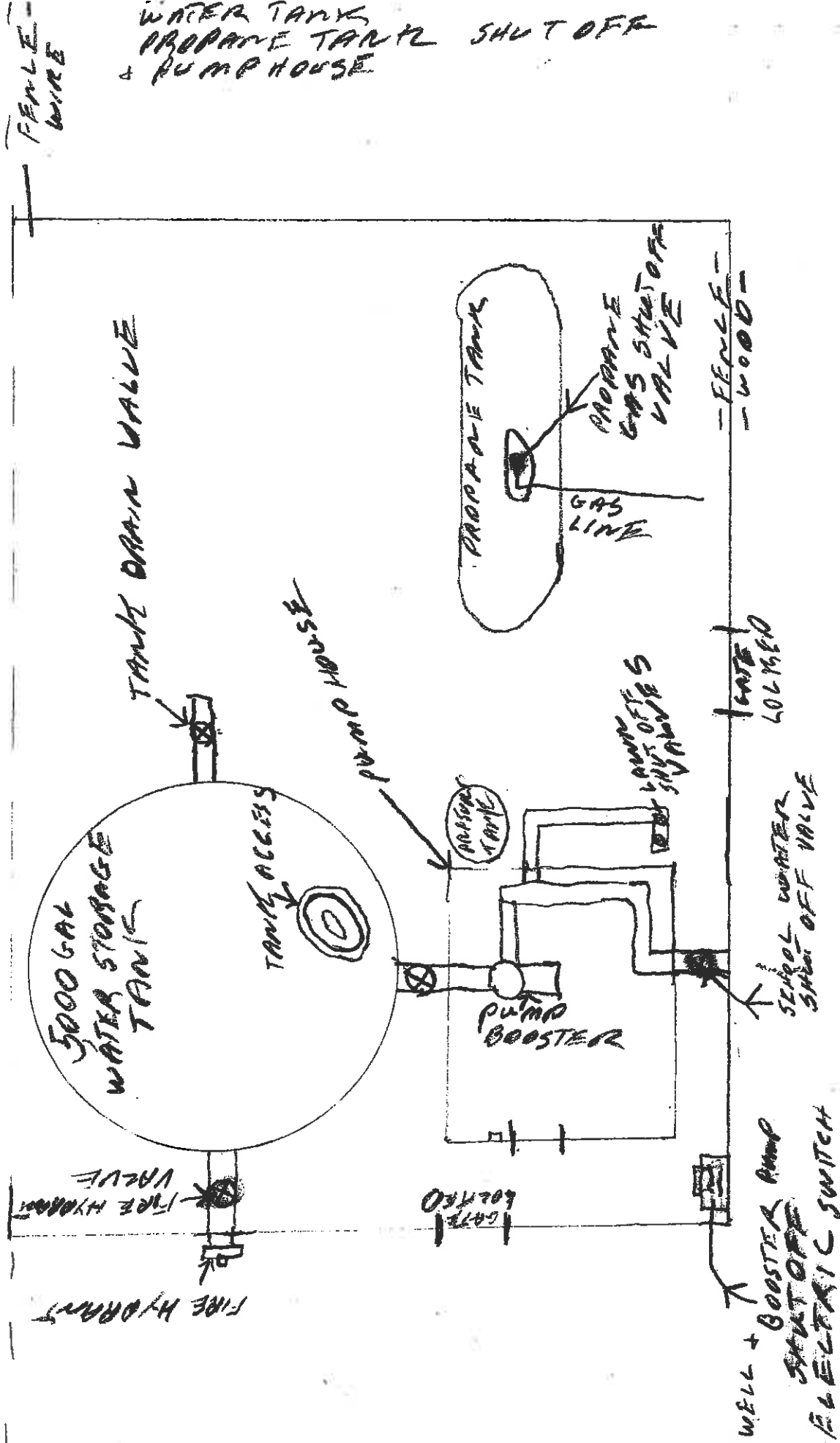
[illegible]

# **Spencer Valley School**

## **Valve Shut-off Location Map**



# Pump house      N Map - Shut off



WATER TANK  
PROPANE TANK SHUT OFF  
PUMP HOUSE

TELEPHONE

WELL

ELECTRIC TRANSFORMER



SEPARATE BUILDING

TAKE SEP MAR  
Propane

FENCE

ELECTRIC SWITCH SHUT OFF SCHOOL HOUSE

FIRE ALARM SHUT OFF

Old Schoolhouse

CASINER

PLAY ROOM

POND AREA WATER SHUT OFF

TEMPERATURE THERMOMETER SHUT OFF

OFFICE ELECTRIC SHUT OFF

MAIN ELECTRICAL SWITCH FOR SCHOOL

COOLING UNIT

RITCHIE HALL ELECTRICAL SHUT OFF

SUN SHED

Basketball Court

Boys Bathroom  
Storage  
Computer Room

Girls Bathroom

Conference Room

Office

Toilet

Electric

Patio

Kitchen

Art Closet

Copy Room

Creative Arts Room

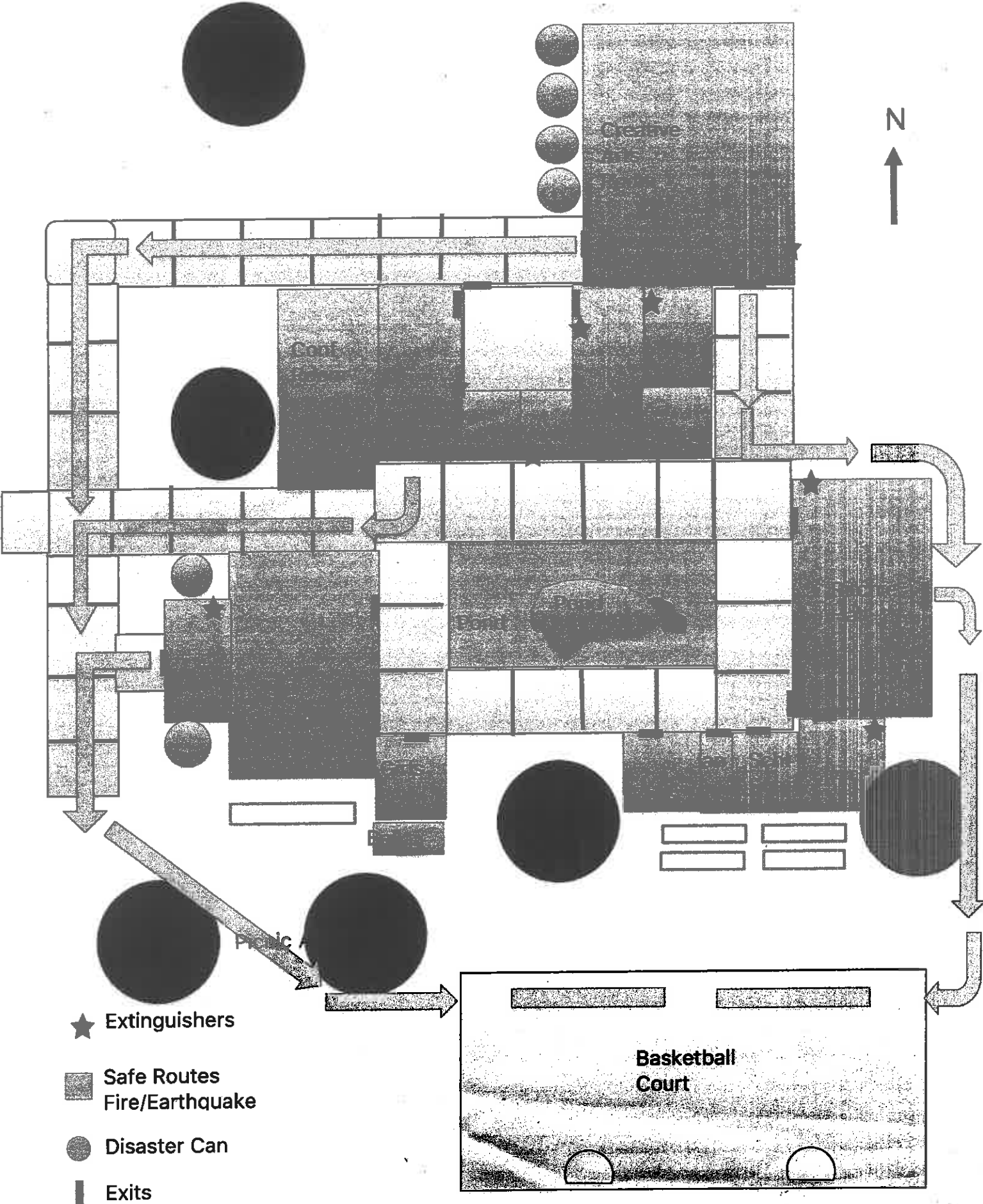
Pond

Ritchie Hall Classroom

# **Spencer Valley School**

## **Evacuation Map (On-Site)**

Spencer Valley School Evacuation Map



## **Spencer Valley School**

### **Evacuation Map (Off-Site)**

To the south:

Julian Station

4470 Julian Road

Julian, CA 92036

Contact: 760-885-8364

To the north:

Wynola Pizza and Bistro

4355 CA-78

Santa Ysabel, CA 92070

Contact: 760-765-1004

# REQUIRED SCHOOL EMERGENCY DRILL REPORT

## School Emergency Drill Report School Year 2020-2021 School: Spencer Valley School

### **REQUIRED:**

1. FIRE DRILLS-ONCE MONTHLY
2. EARTHQUAKE DRILLS – FOUR ANNUALLY

Month	Date	Time Conducted	Evacuation Time	Administrator Signature
August				
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

Month/Date/Year	Time Conducted	Evacuation Time	Administrator Signature
1.			
2.			
3.			
4.			

***The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.***

Submit to Local Fire Entity			
JANUARY __, ____		JUNE __, ____	
Principal's Signature	Date	Principal's Signature	Date

## OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

### This calendar may be used to assist sites

<b>Monthly Drills to include:</b>	<b>Date of Drill</b>
A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

<b>Annual Drills to include:</b>	<b>Date of Drill</b>
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	

## **SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS**

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
  - a wheelchair on a daily basis
  - specialized equipment
  - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
  - identifying all students who will require additional assistance
  - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

**\* Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)



Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

## GENERAL EMERGENCY ACTIONS

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.

Type	Definition
STATUS	<b>ALL CLEAR</b> communicates to students and staff that the emergency is over and normal school operations can resume.
	<b>EMERGENCY DAMAGE ASSESSMENT</b> is the inspection process used immediately following an emergency (typically when 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 to school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	<p><b>LOCKDOWN</b> 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.</p> <ul style="list-style-type: none"> <li>• Lock the doors;</li> <li>• Close and lock windows, and close blinds or cover windows;</li> <li>• Turn off lights;</li> <li>• Silence all electronic devices;</li> <li>• Remain silent;</li> <li>• Use strategies to silently communicate with first responders if possible,</li> <li>• 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</li> <li>• Remain in place until the release from lockdown by school administration or evacuated by law enforcement.</li> </ul>
	<b>SECURE CAMPUS</b> 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.
	<b>SHELTER IN PLACE</b> 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.

	<p><b>TAKE COVER</b> 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.</p> <ul style="list-style-type: none"> <li>• Move students and staff into the school's permanent buildings, on the ground floor.</li> <li>• Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> <li>✓ Face the wall with backs to the windows</li> <li>✓ Crouch down on knees and elbows</li> <li>✓ Hands covering the back of their head/neck</li> </ul> </li> <li>• If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.</li> </ul> <p>An order to <b>TAKE COVER</b> should remain in place until the National Weather Service has lifted the warning.</p>
	<p><b>DUCK, COVER AND HOLD ON</b> is the action taken during an earthquake to protect students and staff from flying and falling debris. <b>DUCK, COVER AND HOLD ON</b> is an appropriate action for use during an earthquake or explosion. Immediate <b>EVACUATION</b> and an <b>EMERGENCY DAMAGE ASSESSMENT</b> must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of <b>DUCK, COVER AND HOLD ON</b>.</p>
EVACUATION	<p><b>EVACUATION</b> 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.</p>
	<p><b>OFF-SITE EVACUATION</b> 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 <b>OFF-SITE EVACUATION</b> may require the use of busing. <b>STRUCTURED REUNIFICATION</b> should be used following any <b>OFF-SITE EVACUATION</b>.</p>
	<p><b>EARLY RELEASE</b> Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. <b>EARLY RELEASE</b> may be implemented when circumstances make keeping students at school inadvisable. <b>EARLY RELEASE</b> must be authorized by the district superintendent or designee. During an <b>EARLY RELEASE</b>, students follow normal dismissal procedures.</p>
REUNIFICATION	<p><b>STRUCTURED REUNIFICATION</b> is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. <b>STRUCTURED REUNIFICATION</b> requires:</p> <ul style="list-style-type: none"> <li>• Maintaining accurate information on the location of each child.</li> <li>• Preventing unauthorized individuals from having access to or removing children.</li> <li>• Verifying the identity of individuals coming to take custody of children.</li> <li>• Verifying each individual has the legal right to take custody the child for which they have asked.</li> <li>• Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.</li> </ul>

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## EMERGENCY ACTION

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## ALL CLEAR

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**ALL CLEAR** is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

### ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

**Example:** "Your attention please. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **It is now OK to resume normal school activities. Thank you all for your cooperation."**

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

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**EMERGENCY ACTION**

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**Emergency Damage Assessment**

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Please refer to emergency action summary on page 12.  
Detailed action steps coming soon

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## EMERGENCY ACTION

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## LOCKDOWN

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**LOCKDOWN** is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might 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 remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

**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."

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

### STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, 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**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

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

- ☐ Potential threat of violence in the surrounding community
- ☐ 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.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

**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

## PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Assume Incident Command role
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

### Example:

**“Your attention please. Due to reported police activity in the surrounding community, please implement **SECURE CAMPUS** procedures immediately.”**

**-REPEAT-**

- ☐ Instruct Office Manager/Secretary to call law enforcement non emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- ☐ Designate assigned individual to lock all doors leading into administration building
- ☐ Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- ☐ Contact school resource officer or other security personnel and provide available information
- ☐ When able, alert Superintendent’s office
- ☐ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- ☐ 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
- ☐ If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
- ☐ 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



## **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ 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
- ☐ After the emergency has been neutralized, initiate **ALL CLEAR**
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

## **STAFF ACTIONS:**

- ☐ Move to the door and instruct any passing students to return to assigned classroom immediately
- ☐ Close and lock the door
- ☐ Continue **class** instruction or activity **as normal**
- ☐ Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- ☐ Be alert to the possibility that response may elevate to **LOCKDOWN**
- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- ☐ 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 OF OTHER ACTIVITY):**

- ☐ Gather students together and organize into an orderly formation
- ☐ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- ☐ Proceed to on-campus shelter location as quickly as possible

**STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):**

- ☐ Once inside, take attendance to ensure all present students are accounted for
- ☐ 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
- ☐ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

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## EMERGENCY ACTION

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## SHELTER IN PLACE

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**SHELTER IN PLACE** is a short-term measure 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.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

**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."**

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

### TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ 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.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

### STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

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## □ EMERGENCY ACTION

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## TAKE COVER

**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, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

### Enemy Attack

#### **ANNOUNCEMENT:**

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

**Example:** "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

### Natural Disasters

#### **ANNOUNCEMENT:**

1. Make the following announcement in person directly or over the school public address system:

**Example:** "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

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## EMERGENCY ACTION

## DUCK, COVER AND HOLD ON

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**DUCK, COVER AND HOLD ON** is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

### ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

**Example:** "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."

### STAFF AND STUDENT ACTIONS:

#### Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

#### Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON**.
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

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## EMERGENCY ACTION

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## EVACUATION

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**EVACUATION** is implemented when conditions make it unsafe to remain in the building. 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

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

### ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

**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."

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

### PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

## **STAFF ACTIONS:**

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

## **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

### **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.

### **To evacuate individuals using crutches, canes or walkers**

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use 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.

## **EMERGENCY ACTION**

## **OFF-SITE EVACUATION**

**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

**OFF-SITE EVACUATION** may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

### **ANNOUNCEMENT:**

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

**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."

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ☐ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ☐ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

- ☐ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ☐ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ☐ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.

Remain in place until further instructions are given.



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## **STRUCTURED REUNIFICATION**

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Please refer to emergency actions summary on page 13.  
Structured reunification details coming soon.

## EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School .....
- Active Shooter/Armed Assailant .....
- Aircraft Crash .....
- Air Pollution Alert .....
- Allergic Reaction .....
- Animal Disturbance .....
- Biological Agent Release .....
- Bomb Threat .....
- Bus Accident .....
- Chemical Accident (offsite) .....
- Chemical Accident (onsite) .....
- Civil Disobedience .....
- Death of a Student .....
- Death of a Staff Member .....
- Dirty Bomb .....
- Earthquake .....
- Explosion .....
- Fire (offsite) .....
- Fire (onsite) .....
- Flood .....
- Gas Odor/Leak.....
- Hazardous Materials .....
- Hostage Situation .....
- Intruder .....
- Irrational Behavior .....
- Kidnapping .....
- Medical Emergency .....
- Missing Student .....
- Motor Vehicle Crash .....
- Pandemic Influenza .....
- Poisoning / Contamination .....
- Public Demonstration .....
- Sexual Assault .....
- Storm/Severe Weather .....
- Student Riot .....
- Suicide Attempt .....
- Suspicious Package .....
- Terrorist Attack/War .....
- Threat Level Red .....
- Threats/Assaults .....
- Tsunami .....
- Utility Failure .....

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## EMERGENCY RESPONSE

## ACCIDENT AT SCHOOL

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Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

### STAFF ACTIONS:

- ☐ Report accident to principal and school office.
- ☐ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- ☐ For relatively minor events, take students to school office or school nurse for assistance.
- ☐ Complete an Accident Report or Behavioral Incident Report to document what occurred.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Provide appropriate medical attention. Call 911, if needed.
- ☐ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

### OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- ☐ Post general procedures in the clinic explaining when parents are to be notified of minor mishaps. (See NCR paper Oops and Ouch) Oops should be used for most treatment if any medical products are used or there is an injury that leaves a mark on the student. Head injuries always receive a notification call from the school.
- ☐ Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- ☐ Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

### ADDITIONAL STEPS FOR THE SCHOOL:

- Go online and fill out accident report on JPA website
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY RESPONSE Active Shooter/Armed Assailant

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### 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 (knives, 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.

### ACTIONS – ALL SCHOOL STAFF

1. 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.
  - a. **Act immediately** if you or your students:
    - hear a sound that might be 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.
  - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
  - c. **Be decisive.** Communicate your plan to your students and act quickly.
  - d. **Call 911 and the School Office** as soon as it is safe to do so.
2. **Options: Run, Hide or Fight**
  - a. **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 911 or 858.565.5200 (Sheriff Dispatch) or 760.765.4780 (Sheriff office) to report your location and obtain instructions.
- b. 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.
- c. 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.
      - a. 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.
- 3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely.** Work with the people you are with to do both calls simultaneously if possible.
- a. 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:

- b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

#### 4. Special Topics

- a. 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.
  - *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 your 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.
- b. 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.
- c. 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.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. 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.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
    - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the district office after you call 911.
- If possible assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

## DISTRICT STAFF ACTIONS

- **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.
- **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.
- **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.

## ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





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## EMERGENCY RESPONSE

## AIRCRAFT CRASH

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Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

### Aircraft crashes into the school

#### STAFF ACTIONS:

- ☐ Notify Principal.
- ☐ Move students away from immediate vicinity of the crash.
- ☐ **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- ☐ Check school site to assure that all students have evacuated.
- ☐ Take attendance at the assembly area.
- ☐ Report missing students to the Principal /designee and emergency response personnel.
- ☐ Maintain control of the students a safe distance from the crash site.
- ☐ Care for the injured, if any.
- ☐ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Notify police and fire department (call 911).
- ☐ Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.
- ☐ Notify District Superintendent, who will contact the Office of Emergency Services.
- ☐ Arrange for first aid treatment and removal of injured occupants from building.
- ☐ Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- ☐ Account for all building occupants and determine extent of injuries.
- ☐ Do not re-enter building until the authorities provide clearance to do so.

## Aircraft crashes near school

### **STAFF ACTIONS:**

- ☐ Notify Principal.
- ☐ Move students away from immediate vicinity of the crash.
- ☐ Remain inside with students unless subsequent explosions or fire endanger the building.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify police and fire department (call 911).
- ☐ Initiate **SHELTER IN PLACE**, if warranted.
- ☐ Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.
- ☐ Ensure that students and staff remain at a safe distance from the crash.
- ☐ Notify District Superintendent, who will contact the Office of Emergency Services.
- ☐ Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY RESPONSE

## AIR POLLUTION ALERT

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Severe air pollution may affect students and staff who are susceptible to respiratory problems.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- ☐ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- ☐ When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- ☐ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- ☐ Instruct employees to minimize strenuous physical activity.
- ☐ Cancel any events that require the use of vehicles.
- ☐ Urge staff and high school students to minimize use of vehicles.

### STAFF ACTIONS:

- ☐ Remain indoors with students.
- ☐ Minimize physical activity.
- ☐ Keep windows and doors closed.
- ☐ Resume normal activities after the All Clear signal is given.

### ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

### STAFF ACTIONS:

- ☐ If imminent risk, call 911.
- ☐ Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- ☐ Notify principal.
- ☐ Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- ☐ If an insect sting, remove stinger immediately.
- ☐ Assess situation and help student/staff member to be comfortable.
- ☐ Move student or adult only for safety reasons.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ If imminent risk, call 911 (always call 911 if using "Epi" pen).
- ☐ Notify parent or guardian.
- ☐ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- ☐ Observe for respiratory difficulty.
- ☐ Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

### OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- ☐ Keep an "Epi" pen in the school office and notify staff as to location.
- ☐ Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- ☐ Provide bus drivers with information sheets for all known acute allergic reactors.

### ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Isolate the students from the animal. **Close** doors and lock tables as a means to isolating the animal.
- ☐ If the animal is outside, keep students inside and institute **Secure Campus**.
- ☐ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- ☐ Contact the Marin Humane Society for assistance in removing the animal.
- ☐ If the animal injures anyone, **seek** medical assistance from the school nurse.
- ☐ Notify parent/guardian and recommended health advisor.

### STAFF/TEACHER ACTIONS:

- ☐ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- ☐ If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- ☐ Notify the principal if there are any injuries.

### ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

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This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

### Outside the building

#### **STAFF ACTIONS:**

- ☐ Notify principal.
- ☐ Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Initiate **SHELTER IN PLACE**.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

- ☐ Arrange for psychological counseling for students and staff.

### **Inside the building**

#### **STAFF ACTIONS:**

- ☐ Notify principal or site administrator.
- ☐ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- ☐ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- ☐ Move up-wind from the potential danger.
- ☐ Call 911. Provide exact location and nature of emergency.
- ☐ Designate security team to isolate and restrict access to potentially contaminated areas.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for immediate psychological counseling for students and staff.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

#### **THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**

- ☐ Wash affected areas with soap and water.
- ☐ Immediately remove and contain contaminated clothing
- ☐ Do not use bleach on potentially exposed skins.
- ☐ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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.

**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?"*
- ☐ Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- ☐ Notify site administrator immediately after completing the call.
- ☐ Complete the Bomb Threat Checklist.

**Telephone Bomb Threats**

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

**Call 911****PERSON RECEIVING THREAT BY MAIL:**

- ☐ Note the manner in which 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.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911.
- ☐ 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.
- ☐ 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.



- ☐ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- ☐ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- ☐ If it is necessary to evacuate the entire school, use the fire alarm.
- ☐ Notify the District Superintendent of the situation.
- ☐ Direct a search team to look for suspicious packages, boxes or foreign objects.
- ☐ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- ☐ Avoid publicizing the threat any more than necessary.

#### **SEARCH TEAM ACTIONS:**

- ☐ Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- ☐ 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).
- ☐ If suspicious item is found, make no attempt to investigate or examine object.

#### **STAFF ACTIONS:**

- ☐ Evacuate students as quickly as possible, using primary or alternate routes.
- ☐ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- ☐ Do not return to the building until emergency response officials determine it is safe.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## **EMERGENCY RESPONSE**

## **BOMB THREAT CHECKLIST**

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The following checklist can be obtained in PDF form from FEMA at:

[http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf)

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

## BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

### If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

### If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

### If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

### Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

### DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

### WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police: 1-877-4-FPS-411 (1-877-437-7411)
- 911

## BOMB THREAT CHECKLIST

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

Time Caller Hung Up: \_\_\_\_\_ Phone Number Where Call Received: \_\_\_\_\_

### Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

### Exact Words of Threat:

### Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

### Caller's Voice

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

### Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

### Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

### Other Information:



**Homeland  
Security**

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## **EMERGENCY RESPONSE**

## **BUS ACCIDENT**

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Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

### **BUS DRIVER:**

- ☐ Turn off power, ignition and headlights. Use safety lights, as appropriate.
- ☐ Evaluate the need for evacuation.
- ☐ Remain with the vehicle. Notify California Highway Patrol.

### **STAFF ACTIONS AT THE SCENE:**

- ☐ Call 911, if warranted.
- ☐ Notify principal.
- ☐ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- ☐ Move all uninjured students to a safe distance from the accident.
- ☐ Document the names of all injured students and their first aid needs.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify law enforcement.
- ☐ Notify parents/guardians of all students on the bus as soon as accurate information is available.
- ☐ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- ☐ Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

### **Earthquake during bus trip**

#### **BUS DRIVER ACTIONS:**

- ☐ Issue DUCK, COVER and HOLD ON instruction.
- ☐ Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- ☐ Set brake, turn off ignition and wait for shaking to stop.
- ☐ Check for injuries and provide first aid, as appropriate.

- ☐ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- ☐ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- ☐ If instructed to continue route,
- ☐ Enroute to school, continue to pick up students.
- ☐ Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- ☐ If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- ☐ Remain with students until further instructions are received from site administrator.
- ☐ Account for all students and staff throughout the emergency

#### Flood during bus trip

#### **BUS DRIVER ACTIONS:**

- ☐ Do not drive through flooded streets and/or roads.
- ☐ Take an alternate route or wait for public safety personnel to determine safe route.
- ☐ If the bus is disabled, stay in place until help arrives
- ☐ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- ☐ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- ☐ Account for all students and staff throughout the emergency.

#### **ADDITIONAL STEPS:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (offsite)**

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Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

### **PERSON DISCOVERING SPILL:**

- ☐ Alert others in immediate area to leave the area.
- ☐ Close doors and restrict access to affected area.
- ☐ Notify principal/site administrator.
- ☐ DO NOT eat or drink anything or apply cosmetics.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- ☐ Notify Maintenance/Building and Grounds Manager.
- ☐ Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- ☐ Post a notice on the school office door stating location of alternate school site.
- ☐ Notify District Superintendent of school status and location of alternate school site.

### **STAFF ACTIONS:**

- ☐ If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- ☐ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- ☐ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- ☐ Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_

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## **EMERGENCY RESPONSE      CHEMICAL ACCIDENT (onsite)**

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This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

### **PERSON DISCOVERING SPILL:**

- ☐ Alert others in immediate area to leave the area.
- ☐ Close windows and doors and restrict access to affected area.
- ☐ Notify principal/site administrator.
- ☐ DO NOT eat or drink anything or apply cosmetics.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number
- ☐ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- ☐ If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- ☐ Post a notice on the school office door stating location of alternate school site.
- ☐ Notify District Superintendent of school status and location of alternate site.
- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

- ☐ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- ☐ Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- ☐ Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.

- ☐ Do not return to the building until emergency response personnel have determined it is safe.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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## **EMERGENCY RESPONSE**

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## **CIVIL DISTURBANCE**

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A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

### **Inside School**

#### **STAFF ACTIONS:**

- ☐ Report disruptive circumstances to principal/site administrator.
- ☐ Avoid arguing with participant(s).
- ☐ Have all students and employees leave the immediate area of disturbance.
- ☐ Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- ☐ Stay away from windows and exterior doors.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- ☐ Set up a communication exchange with the students, staff and principal. Try to restore order.
- ☐ If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- ☐ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **Outside of School**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911.
- ☐ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.

- ☐ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- ☐ Cancel all outside activities.
- ☐ Maintain an accurate record of events, conversations and actions.
- ☐ Assign staff members to assist nurse as necessary.

#### **STAFF ACTIONS:**

- ☐ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ☐ Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- ☐ Care for the injured, if any.
- ☐ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## **EMERGENCY RESPONSE**

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## **DEATH of a STUDENT**

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A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- ☐ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- ☐ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- ☐ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ☐ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ☐ Determine whether additional resources are needed and make appropriate requests.
- ☐ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- ☐ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- ☐ Go to each of the student's classes and notify his/her classmates in person.
- ☐ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- ☐ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- ☐ Make arrangements with the family to remove the student's personal belongings from the school.
- ☐ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

**STAFF ACTIONS:**

- ☐ Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **EMERGENCY RESPONSE**

## **DEATH of a STAFF MEMBER**

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- ☐ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- ☐ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ☐ Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- ☐ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ☐ Determine whether additional resources are needed and make appropriate requests.
- ☐ Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- ☐ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- ☐ Facilitate classroom and small group discussions for students.
- ☐ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- ☐ Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- ☐ Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- ☐ Thank all those who assisted.
- ☐ Continue to monitor staff and students for additional supportive needs.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

**Outside, close to the incident.**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ **DO NOT MIX POPULATIONS.** For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Set up decontamination station where students and staff may shower or wash with soap and water.
- ☐ Prepare a list of those who are in the affected area to provide to emergency response personnel.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Notify District Superintendent of the situation.
- ☐ Arrange for medical attention for those injured by the explosion.
- ☐ Arrange for psychological counseling for students and staff.

**STAFF ACTIONS:**

- ☐ Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- ☐ Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- ☐ Avoid touching any objects thrown off by the explosion—they might be radioactive.
- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.

- ☐ Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- ☐ Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

**Inside, close to the incident**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Notify District Superintendent of the situation.
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

**STAFF ACTIONS:**

- ☐ Keep students calm. Instruct students to **DUCK and COVER**.
- ☐ Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- ☐ Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

#### Inside Building

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- ☐ Send search and rescue team to look for trapped students and staff.
- ☐ Post guards a safe distance away from building entrances to assure no one re-enters.
- ☐ Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- ☐ Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- ☐ Determine whether to close school. If school must be closed, notify staff members, students and parents.

#### **STAFF ACTIONS:**

- ☐ 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.
- ☐ Check for injuries, and render First Aid.
- ☐ After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- ☐ Check attendance at the assembly area. Report any missing students to principal/site administrator.
- ☐ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.



- ☐ Stay alert for aftershocks
- ☐ Do NOT re-enter building until it is determined to be safe.

### Outside Building

#### **STAFF ACTIONS:**

- ☐ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- ☐ After shaking stops, check for injuries, and render first aid.
- ☐ Check attendance. Report any missing students to principal/site administrator.
- ☐ Stay alert for aftershocks.
- ☐ Keep a safe distance from any downed power lines
- ☐ Do NOT re-enter building until it is determined to be safe.
- ☐ Follow instructions of principal/site administrator.

### During non-school hours

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- ☐ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- ☐ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- ☐ 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.

- ☐ Notify District Office, who will inform public information media as appropriate.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY RESPONSE

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## EXPLOSION

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Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

### PRINCIPAL/SITE ADMINISTRATOR:

- ☐ Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- ☐ Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- ☐ Secure area to prevent unauthorized access until the Fire Department arrives.
- ☐ Advise the District Superintendent of school status.
- ☐ Notify emergency response personnel of any missing students.
- ☐ Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- ☐ Direct a systematic, rapid and thorough approach to search the building and surrounding areas. 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).
- ☐ Determine if Student Release should be implemented. If so, notify staff, students and parents.
- ☐ If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

### STAFF ACTIONS:

- ☐ Initiate **DROP, COVER AND HOLD ON**.
- ☐ If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- ☐ Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- ☐ Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- ☐ Render first aid as necessary.

- ☐ Do not return to the building until the emergency response personnel determine it is safe to do so.
- ☐ If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

## EMERGENCY RESPONSE

## FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Determine if **EVACUATION** of school site is necessary.
- ☐ Contact local fire department (call 911) to determine the correct action for your school site.
- ☐ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- ☐ Direct inspection of premises to assure that all students and personnel have left the building.
- ☐ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- ☐ Monitor radio station for information.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

### STAFF ACTIONS:

- ☐ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- ☐ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- ☐ Remain with students until the building has been inspected and it has been determined safe to return to.

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_
- \_\_\_\_\_

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## **EMERGENCY RESPONSE**

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## **FIRE (onsite)**

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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".

### **Within School Building**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Sound the fire alarm to implement **EVACUATION** of the building.
- ☐ Immediately **EVACUATE** the school using the primary or alternate fire routes.
- ☐ Notify the Fire Department (call 911).
- ☐ Direct search and rescue team to be sure all students and personnel have left the building.
- ☐ Ensure that access roads are kept open for emergency vehicles.
- ☐ Notify District Office of situation.
- ☐ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- ☐ If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- ☐ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

#### **STAFF ACTIONS:**

- ☐ **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- ☐ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

### **Near the School**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.

- ☐ Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Issue **STAND BY** instruction. Determine if evacuation is required.
- ☐ Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- ☐ Delegate a search team to assure that all students have been evacuated.
- ☐ Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- ☐ Post a notice on the office door stating where the school has relocated and inform the District Office.
- ☐ Monitor AM radio weather station \_\_\_\_\_ for flood information.
- ☐ Notify District Superintendent of school status and action taken.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

- ☐ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- ☐ Remain with students throughout the evacuation process.
- ☐ Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- ☐ Do not return to school building until it has been inspected and determined safe by property authorities.

**BUS DRIVER ACTIONS:**

- ☐ If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads.

**DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

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## EMERGENCY RESPONSE

## GAS ODOR / LEAK

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All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

### STAFF ACTIONS:

- ☐ Notify principal.
- ☐ Move students from immediate vicinity of danger.
- ☐ Do not turn on any electrical devices such as lights, computers, fans, etc.
- ☐ If odor is severe, leave the area immediately.
- ☐ If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ If gas leak is internal, evacuate the building immediately.
- ☐ Call 911.
- ☐ Notify utility company.
- ☐ Determine whether to move to alternate building location.
- ☐ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- ☐ Do not return to the building until it has been inspected and determined safe by proper authorities.

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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## EMERGENCY RESPONSE

## HAZARDOUS MATERIALS

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The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911, if necessary.
- ☐ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- ☐ Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- ☐ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- ☐ If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- ☐ Notify District Superintendent.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- ☐ Upon return to school, ensure that all classrooms are adequately aired.

### TEACHER ACTIONS:

- ☐ Follow standard student assembly, accounting and reporting procedures.
- ☐ Report names of missing students to office.
- ☐ Do not take unsafe actions such as returning to the building before it has been declared safe.

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- ☐ Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- ☐ Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- ☐ Secure exterior doors from outside access.
- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.
- ☐ Account for students as they are evacuated.
- ☐ Provide recovery counseling for students and staff.

### STAFF ACTIONS:

- ☐ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- ☐ Alert the principal/site administrator.
- ☐ Account for all students.

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## 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.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate **LOCKDOWN**.
- ☐ 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."*
- ☐ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- ☐ Keep subject in view until police or law enforcement arrives.
- ☐ Take measures to keep subject away from students and building.
- ☐ 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.
- ☐ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- ☐ Be available to deal with the media and bystanders and keep site clear of visitors.

### STAFF ACTIONS:

- ☐ Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- ☐ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

- ☐ 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.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY RESPONSE

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## IRRATIONAL BEHAVIOR

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A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Keep the individual under continuous adult supervision.
- ☐ Keep the individual on campus until parent/guardian has been notified.
- ☐ Arrange appropriate support services for necessary care of individual.
- ☐ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- ☐ School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- ☐ Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- ☐ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- ☐ Develop a safety plan prior to the student's return to school.
- ☐ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

### STAFF ACTIONS:

- ☐ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- ☐ Notify principal/site administrator.
- ☐ Notify school nurse, school psychologist, counselor or social worker.
- ☐ Protect individual from injury.

### ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Verify information with the source of the abduction report.
- ☐ Contact law enforcement (call 911) for assistance.
- ☐ Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- ☐ Provide suspect information to the police, if known.
- ☐ Contact the parents/guardian of the student involved and establish a communication plan with them.
- ☐ Obtain the best possible witness information.
- ☐ Conduct a thorough search of the school/campus/bus.
- ☐ Relay current information to police, parents and essential school staff.
- ☐ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- ☐ Advise the law enforcement dispatcher of the staff member key contact's name and number.
- ☐ Provide the key contact with access to school records.
- ☐ Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- ☐ When the child is found, contact all appropriate parties as soon as possible.

**STAFF ACTIONS:**

- ☐ Notify principal, providing essential details:
  - Name and description of the student
  - Description of the suspect
  - Vehicle information
- ☐ Move students away from the area of abduction.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911.

Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number
- ☐ Do not hang up until advised to do so by dispatcher.
- ☐ Assign staff member to meet rescue service and show medical responder where the injured person is.
- ☐ Assemble emergency care and contact information of victim
- ☐ Monitor medical status of victim, even if he or she is transported to the hospital.
- ☐ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- ☐ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- ☐ Advise staff of situation (when appropriate). Follow-up with parents.

#### Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

### STAFF ACTIONS:

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_

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## EMERGENCY RESPONSE

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## MISSING STUDENT

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If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911 and explain the situation.
- ☐ Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- ☐ Conduct an immediate search of the school campus/bus, as appropriate.
- ☐ Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- ☐ Notify parents/guardians if the student is not found promptly.
- ☐ If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- ☐ Double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- ☐ Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- ☐ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- ☐ Advise law enforcement dispatcher of the staff member key contact's name and number.
- ☐ If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- ☐ Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- ☐ Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.



- ☐ When the child is found, contact all appropriate parties as soon as possible.
- ☐ Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

- ☐ Confirm that student attended school that day. Notify Principal.
- ☐ Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- ☐ Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- ☐ Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **EMERGENCY RESPONSE**

## **MOTOR VEHICLE CRASH**

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Notify police and fire department (call 911).
- ☐ Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.
- ☐ Arrange for first aid treatment and removal of injured occupants from building.
- ☐ Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- ☐ Ensure that students and staff remain at a safe distance from the crash.
- ☐ Account for all building occupants and determine extent of injuries.
- ☐ Notify District Superintendent.

### **STAFF ACTIONS:**

- ☐ Notify Principal.
- ☐ Move students away from immediate vicinity of the crash.
- ☐ **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- ☐ Check school site to assure that all students have evacuated.
- ☐ Take attendance at the assembly area.
- ☐ Report missing students to the principal /designee and emergency response personnel.
- ☐ Maintain control of the students a safe distance from the crash site.
- ☐ Care for the injured, if any.
- ☐ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- ☐ Insure that students and staff members who are ill stay home.
- ☐ Send sick students and staff home from school immediately.
- ☐ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- ☐ Monitor bulletins and alerts from the Department of Health and Human Services.
- ☐ Keep staff informed of developing issues.
- ☐ Assist the Department of Health and Human Services in monitoring outbreaks.
- ☐ Respond to media inquiries regarding school attendance status.
- ☐ Implement online education, if necessary, so that students can stay home.
- ☐ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

### STAFF and STUDENT ACTIONS:

- ☐ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- ☐ Practice "respiratory hygiene etiquette".
- ☐ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- ☐ Implement online homework assignments so that students can stay home.

#### Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

### ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_

## **EMERGENCY RESPONSE    POISONING/CONTAMINATION**

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911.
- ☐ Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- ☐ Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- ☐ Provide list of potentially affected students and staff to responding authorities.
- ☐ Provide staff with information on possible poisonous materials in the building.
- ☐ Notify District Superintendent of situation and number of students and staff affected.
- ☐ Confer with Department of Health and Human Services before the resumption of normal school activities.
- ☐ Prepare communication for families advising them of situation and actions taken.

### **STAFF ACTIONS:**

- ☐ Notify principal/site administrator.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

### **PREVENTATIVE MEASURES:**

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_

## **EMERGENCY RESPONSE**

## **PUBLIC DEMONSTRATION**

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- ☐ Contact local police department for the school's jurisdiction and advise them of the situation.
- ☐ Notify staff of the planned demonstration.
- ☐ Develop an information letter to parents.
- ☐ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- ☐ Designate a staff member to handle incoming calls during the demonstration.
- ☐ Establish areas where demonstrators can set up without affecting the operation of the school
- ☐ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

### **STAFF ACTIONS:**

- ☐ Do not allow students to be interviewed by the media or join in the demonstration

### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911 if the assault is physical.
- ☐ Close off the area to everyone.
- ☐ Assign a counselor/staff member to remain with the victim.
- ☐ Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- ☐ Notify victim's family.
- ☐ If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- ☐ The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- ☐ Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- ☐ Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

### STAFF ACTIONS:

- ☐ Determine if immediate medical attention is needed. If so, call 911.
- ☐ Isolate the victim from activity related to the incident.
- ☐ Avoid asking any questions except to obtain a description of the perpetrator.

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY RESPONSE

## Severe Weather

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Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

### Severe Storm

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- ☐ Report to site by 6 a.m. to check for power outages, flooding, etc.
- ☐ Determine whether school will be closed or remain open.
- ☐ Notify superintendent of school status.
- ☐ Assign staff to activate staff and parent phone trees
- ☐ Post school status on school website.
- ☐ Notify utility companies of any break or suspected break in utility lines.
- ☐ Take appropriate action to safeguard school property.
- ☐ Upon passage of the storm, return to normal routine.

### Windstorm

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- ☐ Notify utility companies of any break or suspected break in utility lines.
- ☐ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- ☐ Take appropriate action to safeguard school property.
- ☐ Upon passage of the storm, return to normal routine.

#### STAFF ACTIONS:

- ☐ Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- ☐ Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- ☐ Take attendance. Report any missing students to principal/site administrator.
- ☐ Close all blinds and curtains.
- ☐ Avoid auditoriums, gymnasiums and other structures with large roof spans.
- ☐ Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

#### ADDITIONAL STEPS FOR THE SCHOOL:

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## EMERGENCY RESPONSE

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## STUDENT RIOT

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A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

### STUDENT ACTIONS:

- ☐ In a violent situation, immediately notify the first available adult.
- ☐ Do not retaliate or take unnecessary chances.
- ☐ Move away from the area of agitation.
- ☐ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- ☐ Stay calm and reassure fellow students.
- ☐ Assist teachers and staff in accounting for students.
- ☐ Share all relevant information with law enforcement, teachers, and school staff.
- ☐ Follow directions from school administrator or law enforcement directions about where to go.
- ☐ Do not speculate to others or perpetuate rumors.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- ☐ Control student ingress and egress from campus.
- ☐ Identify why the disruption is occurring. If necessary, notify police to request assistance.
- ☐ If disruption is non-violent, notify school resource officer or school education officer.
- ☐ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- ☐ Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- ☐ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- ☐ Notify parents about the incident, as appropriate.
- ☐ After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

### ADDITIONAL STEPS FOR THE SCHOOL:

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## EMERGENCY RESPONSE

## SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call ambulance in event of overdose or injury requiring medical attention.
- ☐ Call 911 if immediate threat exists to the safety of the student or others.
- ☐ Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- ☐ Cancel all outside activities.
- ☐ Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- ☐ If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- ☐ Arrange for medical or counseling resources that may provide assistance.

### STAFF ACTIONS:

- ☐ Inform the Principal of what was written, drawn, spoken and/or threatened.
- ☐ Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- ☐ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do **NOT** struggle if you meet resistance.
- ☐ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

#### Steps for Suicide Intervention

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

### ADDITIONAL STEPS FOR THE SCHOOL:

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## EMERGENCY RESPONSE

## SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Call 911.
- ☐ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- ☐ Prevent others from coming into the area.
- ☐ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- ☐ If powder spills out, shut the ventilation system, heating system, or air
- ☐ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- ☐ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

### STAFF ACTIONS if package is unopened and not leaking:

- ☐ Do not open package. Do not pass it around to show it to other people.
- ☐ Do not bend, squeeze, shake or drop package.
- ☐ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- ☐ Leave the room promptly and prevent anyone from entering.
- ☐ Notify principal or Site Administrator.

### STAFF ACTIONS if package is leaking:

- ☐ Do not sniff, touch, taste, or look closely at the spilled contents.
- ☐ Do *not* clean up the powder.
- ☐ Put the package on a stable surface.
- ☐ Leave the room promptly and prevent anyone from entering.
- ☐ Wash hands thoroughly with soap and water.
- ☐ Notify principal or Site Administrator.

### ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_

## **EMERGENCY RESPONSE**

## **TERRORIST ATTACK / WAR**

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

### **Civil Defense Warning of Possible Enemy Attack**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Move students to closest suitable shelter.
- ☐ If the above is not advisable, remain in school building and initiate **Duck, Cover and Hold On**.

#### **STAFF ACTIONS:**

- ☐ Keep students calm.
- ☐ Close all curtains and blinds.

### **Enemy Attack Without Warning**

#### **STAFF ACTIONS:**

- ☐ Keep students calm.
- ☐ Close all curtains and blinds.
- ☐ Instruct students to **DUCK AND COVER**.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## **EMERGENCY RESPONSE**

## **THREAT LEVEL RED**

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

### **During school hours**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Listen to radio and TV for current information and instructions.
- ☐ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.**
- ☐ Continue to monitor media for specific situation.
- ☐ Be alert and immediately report suspicious activity to proper authorities.
- ☐ If circumstances and time allow, move students to closest suitable shelter.  
Location:

#### **Procedure for movement to shelter:**

- ☐ If moving students is not advisable, remain in building as place of shelter.
- ☐ Close school if recommended to do so by appropriate authorities.

#### **OFFICE STAFF ACTIONS:**

- ☐ Require identification check for anyone entering school other than students, staff and faculty.
- ☐ Escort visitors to location in school building.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  - 1) Is the individual moving towards violent action?
  - 2) Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- ☐ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- ☐ Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- ☐ Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- ☐ If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- ☐ Facilitate a meeting with student(s) and family to review expectations.
- ☐ Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

### STAFF ACTIONS:

- ☐ If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- ☐ Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- ☐ Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- ☐ Remain with students until **ALL CLEAR** is given.

### ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:****Before**

- ☐ Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- ☐ Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- ☐ Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

**During**

- ☐ Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming.
- ☐ Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- ☐ Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- ☐ Notify superintendent of school status.
- ☐ Remain on safe ground until local authorities advise it is safe to return.

**After**

- ☐ Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- ☐ Expect debris.
- ☐ Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- ☐ Determine whether school will be closed or remain open.
- ☐ Notify superintendent of school status.
- ☐ Assign staff to activate staff and parent phone trees.
- ☐ Post school status on school website.

- ☐ Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- ☐ Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- ☐ Photograph the damage, both of the building and its contents, for insurance claims.

#### **STAFF ACTIONS:**

- ☐ If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- ☐ When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- ☐ Take attendance. Report any missing students to principal/site administrator.
- ☐ Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- ☐ Return to school only if authorities advise it is safe to do so.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

### PRINCIPAL/SITE ADMINISTRATOR:

- ☐ Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- ☐ Determine length of time service will be interrupted.
- ☐ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- ☐ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ☐ Use messengers with oral or written word as an alternate means of faculty notification.
- ☐ Notify District Office of loss of service.
- ☐ Implement plan to provide services without utilities or with alternate utilities.

### A. Plan for Loss of Water

Toilets: Pit toilet in disaster can

Drinking Water: Tank available with gravity flow

Food Service: granola bars and non-perishable snacks are on site

Fire Suppression: all areas contain fire extinguishers, certified once per year

Other: \_\_\_\_\_

### B. Plan for Loss of Electricity

Ventilation: \_\_\_\_\_

Emergency Light: Activated in creative arts room when power is lost all kits contain flashlights and batteries

Computers: solar charger available stored in crisis box

Other: \_\_\_\_\_

### C. Plan for Loss of Natural Gas

Heat: \_\_\_\_\_

Food Service: perishable and non perishable food items are stored in the ball closet, kitchen cupboards and refrigerators

Other: \_\_\_\_\_



## **C. Suspension & Expulsion Policies**

Spencer Valley School District's Board Policies and Parent and Student Handbook (included) contain information and regulations pertaining to Suspension and Expulsion Policies.

**See:** BP 5131(a) and BP 5144.1(a)

## **D. Procedures for Notifying Teachers of Dangerous Pupils**

*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 Spencer Valley School has incorporated this notification into the existing "Attendance Reporting screen" accessed through the attendance office. On the daily attendance report, when a student is suspended, will show an "" next to the students 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.*

*Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent/Principal of the Spencer Valley School District regarding students who have engaged in certain criminal conduct. The Superintendent/Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.*

## **E. Discrimination & Harassment Policy**

The Student Handbook and school website include information that provides information regarding Discrimination and Harassment Policies and Procedures and how to make a complaint. Staff also receives yearly information and a copy of the policies at the first staff meeting of the year.

See: BP 5145.7(a)

## **F. School-wide Dress Code Prohibiting Gang Attire**

The Spencer Valley School District school has adopted schoolwide dress code that prohibits pupils from wearing gang-related apparel pursuant to EC 35183.

If the school has a dress code prohibiting gang attire, include the following in the section. A copy of the school's dress code is included in the plan.

### **Note on Education Code Requirements for this section**

This requirement comes from 32282(a)(2)(F). It reads:

*The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.*

See: BP 5132(a)

## **G. Safe Ingress and Egress**

The following maps and materials outline the procedures for safe ingress and egress from Spencer Valley School. Items marked with an \* are considered to be "tactical information" that will be withheld from the public view version of this plan.

1. A map indicating student drop off and pick-up locations and the traffic flow patterns during arrival and dismissal from school.
2. \*A map indicating the supervision postings during arrival and dismissal from school.
3. \*A map and supervision schedule outlining supervision posts during school hours.
4. \*A description of the procedures required for campus access by visitors including any measures to insure that visitor badges are not counterfeited."
5. \*A description of the procedures required for campus access by visitors (excluding the security measures considered to be tactical information).

## **H. Safe and Orderly Environment**

Spencer Valley uses the following data and resources to create a safe and orderly environment for Spencer Valley Students.

### **Assessment of the Current Status**

Spencer Valley School has an extremely low suspension and expulsion rate, behaviors and playground referrals are also low. The school is working with parents and students on our biggest challenge: to increase attendance and lower instances of tardiness. Although this rate is improving – there is still room for more improvement.

The staff uses techniques from Mind-Up lessons, Restorative Circles/Practices and Positive Behavior In Schools (PBIS).

Spencer Valley has completed work on Prop. 39 energy and fire upgrades and tree maintenance.

1. Data sources the committee reviewed, such as
  - a) Student referrals, discipline, suspensions, and expulsions
  - b) Uniform Management Information Reporting System (UMIRS)
  - c) Student and Parent Surveys and/or focus groups
  - d) Threat and Risk Assessment Resources
  - e) Hazard and Vulnerability Assessment Resources
  - f) The Facility Inspection Tool (FIT)
  - g) SDCOE Resources and workshops

Conclusions the committee drew from the data.

Students (95%) reported in the student survey that they feel safe at school and can either fix their own problems or have access to an adult that will assist. Parents survey indicated that communication had improved, but they wanted another meeting in January to set the tone for the second half of the year and requested more help with math support them to help their child with homework. A new parent and student survey will be added as an information gathering tool for parents and students to give input.

### **School Mission Statement:**

Spencer Valley School is a public elementary school, which provides a comprehensive education, in a safe, nurturing environment.

Students develop the high academic skills, creativity, self-confidence and resourcefulness necessary to approach life with optimism, live it with integrity, and to make a positive difference in the world.

Policies & Procedures on Positive School Climate (included)  
See School Site Plan for Objectives, Strategies and People Responsible

**Component 1 – People and Programs**

**Goal 1: Student Support**

**School Goal:** All students will participate in classroom instruction and be aware of guidelines and expectations presented for digital citizenship, Restorative Practice (process), Mind Up (strategies and techniques), and follow guidelines set forth by the staff using BEST Behavior: Building Positive Behavior Support in Schools

**Summary:** Students attended Kindness Assembly (anti-bullying assembly), had a speaker on the topic of internet safety and digital citizenship, and were participants in the processes of Restorative Practices, Mind Up lessons and PBIS. Staff also received training in all programs as needed.

**Goal 2: Individual student support**

**School Goal:** All students will participate in classroom programs and receive individual support using Vista Hill services to improve classroom and individual student interactions with their peers, parents, and staff members.

**Summary:** 100% of students who were eligible for services and applied for services received services.

**Component 2 - Place**

**Goal 1: Complete repairs or new construction as outlined in the FIT, Proposition 39, or impacted enrollment discussions**

**Environmental Safety**

**School Goal:** Students will be engaged in a safe environment that fosters school connectedness.

Tree trimming - safety cuts, bee removal, parking lot entrance and exit relocation

Facilities: Repairs to HVAC, ceilings, lighting replacement, roof repair, water system upgrade, after school homework center and preschool.

**Summary:** Repairs to HVAC, ceilings, lighting replacement, roof repair, water system upgrade are scheduled to be made Summer of 2019. Plans for the water system upgrade, after school homework center and preschool, parking lot entrance and exit relocation are being completed and projects are due to be finished by 2021.

Tree trimming and bee removal were completed in SY 2019-2020.

### Timeline of Major Activities

<b>Month</b>	<b>Activity</b>	<b>Person Responsible</b>
March	Shakespeare Play for the community	Staff and community
April	Test taking skills	Teachers
May	Mother's Day honoring	Staff and students and parents
June	Tacky Day - End of the year community and promotion	Staff
July		
August	Back To School Night – family dinner and orientation	Administration and Staff
September	September – June Individual counseling for students who qualify	Administration and Counselor, teachers
October - June	Ongoing Mind-Up small group lessons	School Psychologist with teacher support
November	First Responder/Veterans honoring activities	Classrooms
December	November - December	Staff, parents, student
February	Season of Giving collections and delivery to social services agencies	
January	January and February - Kindness awareness and activities "Great Kindness Challenge"	Staff, students, parents, and community members
February-May	Field Trips, guest speakers	Teachers, parents

**Funds or resources needed to support implementation: See Site Plan**

# **I. Rules and Procedures on School Discipline**

Please refer to Parent Handbook and SVS Website for Board Policies

Note on Education Code: This requirement refers to EC 35291.5. This section reads:

35291.5. (a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups: (1) Parents. (2) Teachers. (3) School administrators. (4) School security personnel, if any. (5) For junior high schools and high schools, pupils enrolled in the school... (b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a)... (d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

## **J. Hate Crime Reporting**

Please refer to the Parent Handbook, website for Board Policies and Site Plan safety goals.

See: BP 5145.9

## **K. Bullying Prevention Policies & Procedures**

Please refer to the Parent Handbook, website for Board Policies and Site Plan safety goals.

See: BP 5131.2(a)



## Appendix A

**All Personnel**

**AR 4112.3(a)**

**4212.3**

**OATH OR AFFIRMATION**

**4312.3**

All district employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster service workers before beginning employment with the district. 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 or by law. (Government Code 3100-3102)

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

*(cf. 9224 - Oath or Affirmation)*

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 an employee from taking the oath if he/she raises a valid religious objection.

The Superintendent, deputy or assistant superintendent, principal or other person authorized in Education Code 60 shall administer the oath or affirmation when a district employee is hired.

In the case of intermittent, temporary, emergency or successive employments, the Superintendent or designee may determine that the oath shall be effective for all successive periods of employment which begin within one calendar year from the date that the oath was subscribed. (Government Code 3102)

*(cf. 4121 - Temporary/Substitute Personnel)*

The Superintendent or designee shall file the executed oath or affirmation within 30 days of the date on which it is taken and subscribed. An employee's oath or affirmation may be destroyed five years after the termination of employment. (Government Code 3105)

**Reimbursement of Expenses for Disaster Service Workers**

Whenever an employee seeks compensation or reimbursement of expenses as a disaster service worker, the Superintendent or designee shall ascertain and certify that the employee has taken the oath or affirmation. (Government Code 3107)

*Legal Reference: (see next page)*

## OATH OR AFFIRMATION

AR 4112.3(b)  
4212.3  
4312.3

### *Legal Reference:*

#### EDUCATION CODE

*60 Persons authorized to administer and certify oaths*

*44334 Oath or affirmation required for credential*

*44354 Administration of oath required for credential*

#### GOVERNMENT CODE

*3100-3109 Oath or affirmation of allegiance*

#### LABOR CODE

*3211.9-3211.93a Disaster service, definitions for workers' compensation*

#### 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*

**All Personnel**

**E 4112.3(a)**

**4212.3**

**OATH OR AFFIRMATION**

**4312.3**

I, \_\_\_\_\_, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

I understand that as a public employee I am a disaster service worker pursuant to Government Code 3100 and 3102 and that I am required to take this oath before entering the duties of my employment. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, I am subject to disaster services activities assigned to me by my supervisor.

\_\_\_\_\_  
(Signature)

Certified by:

\_\_\_\_\_  
(Person who administers the oath)

Exhibit  
approved: November 12, 2019

**SPENCER VALLEY SCHOOL DISTRICT**  
Santa Ysabel, California

## **CHILD ABUSE PREVENTION AND REPORTING**

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

*(cf. 1020 - Youth Services)*

*(cf. 5141.6 - School Health Services)*

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

### **Child Abuse Prevention**

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6143 - Courses of Study)*

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### **Child Abuse Reporting**

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

*(cf. 5145.7 - Sexual Harassment)*

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

*(cf. 0450 - Comprehensive Safety Plan)*

## **CHILD ABUSE PREVENTION AND REPORTING (continued)**

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

*Legal Reference: (see next page)*

### **EDUCATION CODE**

32280-32288 *Comprehensive school safety plans*

33195 *Heritage schools, mandated reporters*

33308.1 *Guidelines on procedure for filing child abuse complaints*

44252 *Teacher credentialing*

44691 *Staff development in the detection of child abuse and neglect*

44807 *Duty concerning conduct of students*

48906 *Notification when student released to peace officer*

48987 *Dissemination of reporting guidelines to parents*

49001 *Prohibition of corporal punishment*

51220.5 *Parenting skills education*

51900.6 *Sexual abuse and sexual assault awareness and prevention*

### **PENAL CODE**

152.3 *Duty to report murder, rape, or lewd or lascivious act*

273a *Willful cruelty or unjustifiable punishment of child; endangering life or health*

288 *Definition of lewd or lascivious act requiring reporting*

11164-11174.3 *Child Abuse and Neglect Reporting Act*

### **WELFARE AND INSTITUTIONS CODE**

15630-15637 *Dependent adult abuse reporting*

### **CODE OF REGULATIONS, TITLE 5**

4650 *Filing complaints with CDE, special education students*

### **UNITED STATES CODE, TITLE 42**

11434a *McKinney-Vento Homeless Assistance Act; definitions*

### **COURT DECISIONS**

*Camreta v. Greene (2011) 131 S.Ct. 2020*

### *Management Resources:*

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

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

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

#### **WEB SITES**

*California Attorney General's Office, Suspected Child Abuse Report Form:*

*[http://www.ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf)*

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

*California Department of Social Services, Children and Family Services Division:*

*<http://www.childsworld.ca.gov>*

*U.S. Department of Health and Human Services, Child Welfare Information Gateway:*

*<https://www.childwelfare.gov/can>*

Policy  
adopted: August 10, 2016

**SPENCER VALLEY SCHOOL DISTRICT**  
Santa Ysabel, California

## **CHILD ABUSE PREVENTION AND REPORTING**

### **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

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

*(cf. 5145.7 - Sexual Harassment)*

*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 a student (Education Code 49001)

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

*(cf. 5144 - Discipline)*

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

**CHILD ABUSE PREVENTION AND REPORTING (continued)**

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

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

(cf. 6145.2 - *Athletic Competition*)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

*Mandated reporters* include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; 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)



**CHILD ABUSE PREVENTION AND REPORTING (continued)**

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)

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)

*(cf. 1240 - Volunteer Assistance)*

**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)

Child Protective Services  
San Diego  
800-344-6000 or (858) 560-2191

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 an appropriate agency, such as the county probation or welfare department or the police or sheriff's department.

**CHILD ABUSE PREVENTION AND REPORTING (continued)**

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)

## **CHILD ABUSE PREVENTION AND REPORTING (continued)**

### **Training**

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

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

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

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

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

### **Victim Interviews by Social Services**

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (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.

**CHILD ABUSE PREVENTION AND REPORTING (continued)**

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. (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 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.

**CHILD ABUSE PREVENTION AND REPORTING (continued)**

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)

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

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)

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 timely 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 unless it can be shown 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 11166)

**EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

*(cf. 0400 - Comprehensive Plans)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3516.3 - Earthquake Emergency Procedure System)*

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

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

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 3513.3 - District Police/Security Department)*

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

*(cf. 1330 - Use of School Facilities)*

**EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)**

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - *Oath or Affirmation*)

(cf. 4119.3/4219.3/4319.3 - *Duties of Personnel*)

***Legal Reference:***

**EDUCATION CODE**

32001 *Fire alarms and drills*

32040 *Duty to equip school with first aid kit*

32280-32289 *School safety plans*

32290 *Safety devices*

39834 *Operating overloaded bus*

46390-46392 *Emergency average daily attendance in case of disaster*

49505 *Natural disaster; meals for homeless students; reimbursement*

**GOVERNMENT CODE**

3100 *Public employees as disaster service workers*

8607 *Standardized emergency management system*

**CODE OF REGULATIONS, TITLE 5**

550 *Fire drills*

560 *Civil defense and disaster preparedness plans*

**CODE OF REGULATIONS, TITLE 19**

2400-2450 *Standardized emergency management system*

**UNITED STATES CODE, TITLE 42**

12101-12213 *Americans with Disabilities Act*

***Management Resources (see Next page):***

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN (continued)**

### ***Management Resources:***

#### **CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Crisis Response Box, 2000*

#### **CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS**

*Active Shooter Awareness Guidance, February 2018*

*State of California Emergency Plan, 2017*

*School Emergency Response: Using SEMS at Districts and Sites, June 1998*

#### **FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS**

*National Incident Management System, 3rd ed., October 2017*

#### **U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

*Guide for Developing High-Quality School Emergency Operations Plans, 2013*

#### **WEB SITES**

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

*American Red Cross: <http://www.redcross.org>*

*California Attorney General's Office: <http://oag.ca.gov>*

*California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>*

*California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>*

*California Seismic Safety Commission: <http://www.seismic.ca.gov>*

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

*Federal Emergency Management Agency: <http://www.fema.gov>*

*U.S. Department of Education, Emergency Planning:*

*<http://www2.ed.gov/admins/lead/safety/crisisplanning.html>*

*U.S. Department of Homeland Security: <http://www.dhs.gov>*



**CONDUCT**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5137 - Positive School Climate)*

*(cf. 6145.2 - Athletic Competition)*

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

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

*(cf. 5142 - Safety)*

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption

*(cf. 5131.2 - Bullying)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

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

3. Conduct that disrupts the orderly classroom or school environment

*(cf. 5131.4 - Student Disturbances)*

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district

*(cf. 3515.4 - Recovery for Property Loss or Damage)*

*(cf. 5131.5 - Vandalism and Graffiti)*

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

**CONDUCT (continued)**

6. Obscene acts or use of profane, vulgar, or abusive language

*(cf. 5145.2 - Freedom of Speech/Expression)*

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

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

*(cf. 5131.62 - Tobacco)*

*(cf. 5131.63 - Steroids)*

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device

Such devices shall be turned off and kept in students backpacks. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests

*(cf. 5131.9 - Academic Honesty)*

*(cf. 6162.54 - Test Integrity/Test Preparation)*

*(cf. 6162.6 - Use of Copyrighted Materials)*

11. Inappropriate attire

*(cf. 5132 - Dress and Grooming)*

12. Tardiness or unexcused absence from school

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

13. Failure to remain on school premises in accordance with school rules

**CONDUCT (continued)**

*(cf. 5112.5 - Open/Closed Campus)*

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

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

*(cf. 5145.12 - Search and Seizure)*

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

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

*(cf. 1020 - Youth Services)*

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

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

*(cf. 5127 - Graduation Ceremonies and Activities)*

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

*(cf. 5144 - Discipline)*

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

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6020 - Parent Involvement)*

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

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

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

*(cf. 6164.5 - Student Success Teams)*

*(cf. 6184 - Continuation Education)*

*(cf. 6185 - Community Day School)*

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

*Legal Reference: (see next page)*

**CONDUCT (continued)**

**Legal Reference:**

**EDUCATION CODE**

200-262.4 *Prohibition of discrimination*

32280-32289 *Comprehensive safety plan*

35181 *Governing board authority to set policy on responsibilities of students*

35291-35291.5 *Rules*

44807 *Duty concerning conduct of students*

48900-48925 *Suspension and expulsion*

51512 *Prohibition against electronic listening or recording device in classroom without permission*

**CIVIL CODE**

1714.1 *Liability of parents and guardians for willful misconduct of minor*

**PENAL CODE**

288.2 *Harmful matter with intent to seduce*

313 *Harmful matter*

417.25-417.27 *Laser scope or laser pointer*

647 *Use of camera or other instrument to invade person's privacy; misdemeanor*

653.2 *Electronic communication devices, threats to safety*

**VEHICLE CODE**

23123-23124 *Prohibitions against use of electronic devices while driving*

**CODE OF REGULATIONS, TITLE 5**

300-307 *Duties of students*

**UNITED STATES CODE, TITLE 42**

2000h-2000h6 *Title IX, 1972 Education Act Amendments*

**COURT DECISIONS**

*J.C. v. Beverly Hills Unified School District*, (2010) 711 F.Supp.2d 1094

*LaVine v. Blaine School District*, (2000, 9th Cir.) 257 F.3d 981

*Emmett v. Kent School District No. 415*, (2000) 92 F.Supp. 1088

*Bethel School District No. 403 v. Fraser*, (1986) 478 U.S. 675

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

*Tinker v. Des Moines Independent Community School District*, (1969) 393 U.S. 503

**Management Resources:**

**CSBA PUBLICATIONS**

*Safe Schools: Strategies for Governing Boards to Ensure Student Success*, 2011

*Providing a Safe, Nondiscriminatory School Environment for All Students*, Policy Brief, April 2010

*Cyberbullying: Policy Considerations for Boards*, Policy Brief, July 2007

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Bullying at School*, 2003

**WEB SITES**

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

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

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

## **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 his/her 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 his/her 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)

*(cf. 1020 - Youth Services)*

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

*(cf. 5144 - Discipline)*

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

*(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-3 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)*

2. Selling or otherwise furnishing a firearm

**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

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 under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," 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 a public session.

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)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

*(cf. 5148.3 - Preschool/Early Childhood Education)*

**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)

## **SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

*(cf. 5119 - Students Expelled from Other Districts)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

### **Maintenance and Monitoring of Outcome Data**

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 USC 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 goals for improving school climate as specified in its local control and accountability plan.

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

*Legal Reference: (see next page)*



**SUSPENSION AND EXPULSION/DUE PROCESS (continued)**

**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

**CIVIL CODE**

47 Privileged communication

48.8 Defamation liability

**CODE OF CIVIL PROCEDURE**

1985-1997 Subpoenas; means of production

**GOVERNMENT CODE**

11455.20 Contempt

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

*Legal Reference continued: (see next page)*

## SUSPENSION AND EXPULSION/DUE PROCESS (continued)

### *Legal Reference: (continued)*

#### PENAL CODE (continued)

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)

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>

**SEXUAL HARASSMENT**

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer.

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

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

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

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

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

**Instruction/Information**

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

**SEXUAL HARASSMENT (continued)**

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable

**Disciplinary Actions**

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

*(cf. 5144 - Discipline)*

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

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

*(cf. 4117.4 - Dismissal)*

*(cf. 4117.7 - Employment Status Report)*

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

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

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

**Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

*(cf. 3580 - District Records)*

*Legal Reference: (see next page)*

## **SEXUAL HARASSMENT (continued)**

### **Legal Reference:**

#### **EDUCATION CODE**

*200-262.4 Prohibition of discrimination on the basis of sex*

*48900 Grounds for suspension or expulsion*

*48900.2 Additional grounds for suspension or expulsion; sexual harassment*

*48904 Liability of parent/guardian for willful student misconduct*

*48980 Notice at beginning of term*

#### **CIVIL CODE**

*51.9 Liability for sexual harassment; business, service and professional relationships*

*1714.1 Liability of parents/guardians for willful misconduct of minor*

#### **GOVERNMENT CODE**

*12950.1 Sexual harassment training*

#### **CODE OF REGULATIONS, TITLE 5**

*4600-4687 Uniform complaint procedures*

*4900-4965 Nondiscrimination in elementary and secondary education programs*

#### **UNITED STATES CODE, TITLE 20**

*1221 Application of laws*

*1232g Family Educational Rights and Privacy Act*

*1681-1688 Title IX, discrimination*

#### **UNITED STATES CODE, TITLE 42**

*1983 Civil action for deprivation of rights*

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

*2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended*

#### **CODE OF FEDERAL REGULATIONS, TITLE 34**

*99.1-99.67 Family Educational Rights and Privacy*

*106.1-106.71 Nondiscrimination on the basis of sex in education programs*

#### **COURT DECISIONS**

*Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567*

*Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130*

*Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736*

*Davis v. Monroe County Board of Education, (1999) 526 U.S. 629*

*Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274*

*Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473*

*Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447*

**Management Resources: (see next page)**

**SEXUAL HARASSMENT (continued)**

***Management Resources:***

**CSBA PUBLICATIONS**

***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***

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

***Questions and Answers on Title IX and Sexual Violence, April 2014***

***Dear Colleague Letter: Sexual Violence, April 4, 2011***

***Sexual Harassment: It's Not Academic, September 2008***

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

**WEB SITES**

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

**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>**

## **DRESS AND GROOMING**

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

*(cf. 4119.22 - Dress and Grooming)*

*(cf. 5145.2 - Freedom of Speech/Expression)*

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

*(cf. 5144 - Discipline)*

## **Gang-Related Apparel**

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5136 - Gangs)*

## **Uniforms**

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

**DRESS AND GROOMING (continued)**

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

*Legal Reference:*

**EDUCATION CODE**

*32281 School safety plans*

*35183 School dress codes; uniforms*

*35183.5 Sun-protective clothing*

*48907 Student exercise of free expression*

*49066 Grades; effect of physical education class apparel*

**CODE OF REGULATIONS, TITLE 5**

*302 Pupils to be neat and clean on entering school*

**COURT DECISIONS**

*Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)*

*827 F.Supp. 1459*

*Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251*

*Hartzell v. Connell, (1984) 35 Cal. 3d 899*



**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 law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

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

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

*(cf. 3260 - Fees and Charges)*

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)

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

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.

**DRESS AND GROOMING (continued)**

**Gang-Related Apparel**

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

**Uniforms**

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

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)

**HATE-MOTIVATED BEHAVIOR**

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. 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 if they occur.

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

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3515.4 - Recovery for Property Loss or Damage)*

*(cf. 5131- Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5131.5 - Vandalism and Graffiti)*

*(cf. 5136 - Gangs)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5141.52 - Suicide Prevention)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

*(cf. 1020 - Youth Services)*

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

*(cf. 1700 - Relations Between Private Industry and the Schools)*

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

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

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

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6142.94 - History-Social Science Instruction)*

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.

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

## **HATE-MOTIVATED BEHAVIOR (continued)**

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

### **Complaint Process**

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

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 principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

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

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

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. 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.

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5144 - Discipline)*

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

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*Legal Reference: (see next page)*

## **HATE-MOTIVATED BEHAVIOR (continued)**

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

#### PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

#### CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

#### CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

#### CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Prohibition of discrimination based on age

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Bullying at School, 2003*

#### CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

*Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist*

*California K-12 Schools in Responding to Immigration Issues, April 2018*

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

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

*Dear Colleague Letter: Prohibited Disability Harassment, July 2000*

#### WEB SITES

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

California Association of Human Relations Organizations: <http://www.cahro.org>

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

California Office of the Attorney General: <http://oag.ca.gov>

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

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

## **BULLYING**

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

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

*(cf. 5131 - Conduct)*

*(cf. 5136 - Gangs)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

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

**Cyberbullying** includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

*(cf. 5145.2 - Freedom of Speech/Expression)*

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

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

*(cf. 0450 - Comprehensive Safety Plan)*

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

*(cf. 1220 - Citizen Advisory Committees)*

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

*(cf. 6020 - Parent Involvement)*

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

*(cf. 1020 - Youth Services)*

## **Bullying Prevention**

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

**BULLYING (continued)**

available for reporting incidents or threats, and the consequences for engaging in bullying.

*(cf. 5137 - Positive School Climate)*

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/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

Such instruction 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.

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

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

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

## **BULLYING (continued)**

### **Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

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

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

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

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

### **Reporting and Filing of Complaints**

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

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

*(cf. 1312.3 - Uniform Complaint Procedures)*

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



## **BULLYING (continued)**

removed.

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

### **Investigation and Resolution of Complaints**

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

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

### **Discipline**

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.

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

*(cf. 5144 - Discipline)*

*(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)*

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

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

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

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

*Legal Reference: (see next page)*

**BULLYING (continued)**

***Legal Reference:***

**EDUCATION CODE**

**200-262.4 Prohibition of discrimination**

**32282 Comprehensive safety plan**

**32283.5 Bullying; online training**

**35181 Governing board policy on responsibilities of students**

**35291-35291.5 Rules**

**48900-48925 Suspension or expulsion**

**48985 Translation of notices**

**52060-52077 Local control and accountability plan**

**PENAL CODE**

**422.55 Definition of hate crime**

**647 Use of camera or other instrument to invade person's privacy; misdemeanor**

**647.7 Use of camera or other instrument to invade person's privacy; punishment**

**653.2 Electronic communication devices, threats to safety**

**CODE OF REGULATIONS, TITLE 5**

**4600-4687 Uniform complaint procedures**

**UNITED STATES CODE, TITLE 47**

**254 Universal service discounts (e-rate)**

**CODE OF FEDERAL REGULATIONS, TITLE 28**

**35.107 Nondiscrimination on basis of disability; complaints**

**CODE OF FEDERAL REGULATIONS, TITLE 34**

**104.7 Designation of responsible employee for Section 504**

**106.8 Designation of responsible employee for Title IX**

**110.25 Notification of nondiscrimination on the basis of age**

**COURT DECISIONS**

***Wynar v. Douglas County School District, (2013) 728 F.3d 1062***

***J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094***

***Lavine v. Blaine School District, (2002) 279 F.3d 719***

***Management Resources: (see next page)***

**BULLYING (continued)**

**Management Resources:**

**CSBA PUBLICATIONS**

*Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014*

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*

*Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012*

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*

*Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009*

*Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*California's Social and Emotional Learning: Guiding Principles, 2018*

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

*Bullying at School, 2003*

**CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS**

*Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018*

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

*Guidance to Schools: Bullying of Students with Disabilities, October 2014*

*Dear Colleague Letter: Bullying of Students with Disabilities, August 2013*

*Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010*

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

**WEB SITES**

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

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

*California Office of the Attorney General: <http://oag.ca.gov>*

*Center on Great Teachers and Leaders: <http://gtlcenter.org>*

*Collaborative for Academic Social and Emotional Learning: <http://casel.org>*

*Common Sense Media: <http://www.commonsensemedia.org>*

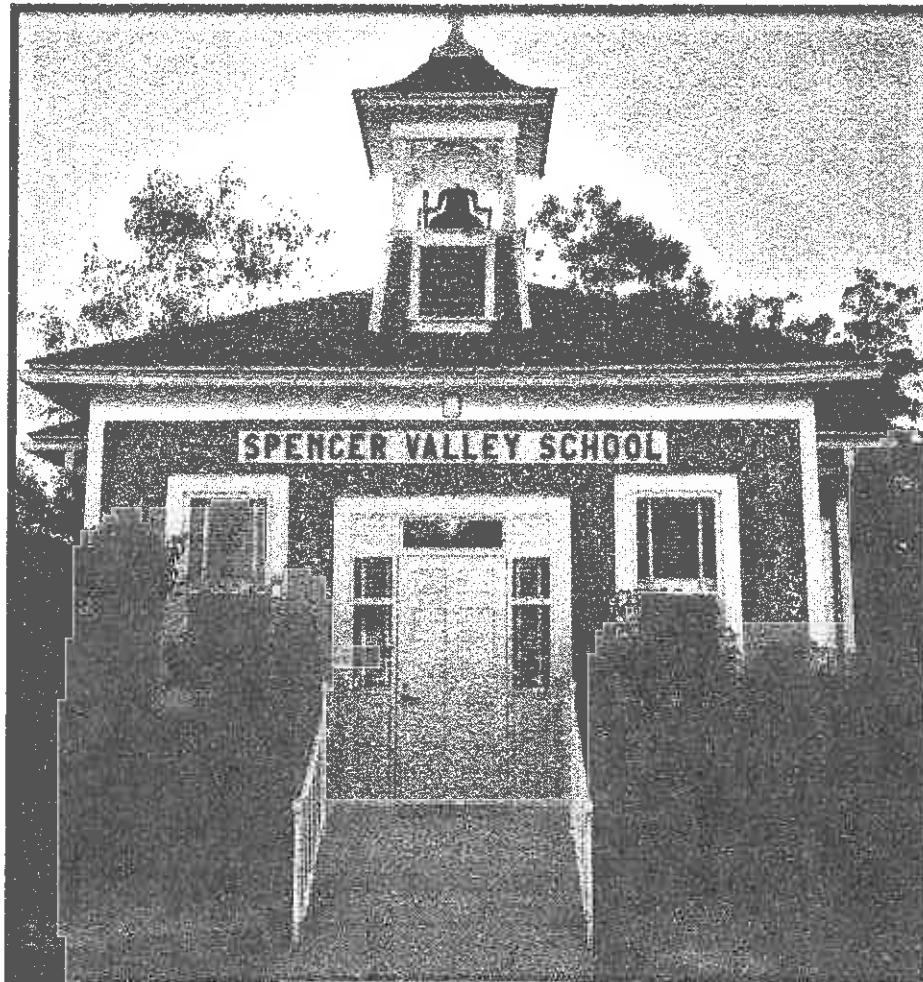
*National School Safety Center: <http://www.schoolsafety.us>*

*Partnership for Children and Youth: <http://www.partnerforchildren.org>*

*U.S. Department of Education: <http://www.ed.gov>*

# **SPENCER VALLEY SCHOOL**

**4414 HIGHWAY 78/79, P.O. BOX 159  
SANTA YSABEL, CA 92070**



## **Parent-Student Handbook 2020-2021**

**Phone: 760-765-0336**

**Fax: 760-765-3135**

**Website: [www.svesd.net](http://www.svesd.net)**

**SPENCER VALLEY ELEMENTARY**  
PO Box 159  
Santa Ysabel, CA 92070  
Phone: 760-765-0336 Fax: 760-765-3135  
E-mail: spencervalley@svesd.net

Board of Education

Lisa Boyer  
Carol Frausto  
Marie Beatty

Superintendent/Principal

Julie Z. Weaver

**MISSION STATEMENT**

*Spencer Valley School  
is a public elementary school  
that provides a comprehensive education,  
in a safe, nurturing environment.*

*Students develop the high academic skills, creativity,  
self-confidence, and resourcefulness necessary  
to approach life with optimism, live it with integrity,  
and make a positive difference in the world.*

Spencer Valley School District is committed to ensuring equal, fair, and meaningful access to employment and education services. Spencer Valley does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or any other basis prohibited by California state and federal nondiscrimination laws respectively. The Superintendent is charged with overseeing, leading and directing the district's efforts to meet the legal obligations set forth in state and federal civil rights laws and regulations, employment and delivery of education services. Inquiries regarding nondiscrimination and civil rights should be directed to the Superintendent at 760-765-0336.

# **SPENCER VALLEY SCHOOL STAFF**

## **2020-2021**

Julia Z. Weaver.....Superintendent/Principal/Teacher

Lyndsie Cornette.....Ritchie Hall Teacher; Third & Fourth Grade

Allyson Jasper.....Ritchie Hall Teacher; Fifth, Sixth, Seventh & Eighth Grade

Megan Cail.....Old Schoolhouse Teacher; First & Second Grade

Sadie Pratt.....Old Schoolhouse Teacher; ESK, TK & K

Vicki Bergstrom.....Technology Specialist

Jessica Noble.....School Secretary

Kathleen McKenzie.....CBO

Josefina Silva.....Custodian

Thomas Relaford.....Maintenance

Janel Alexander.....Food Service

Kim Miller.....Playground Supervisor/Food/Classroom Aide

Bill Jones.....Music

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## **ATTENDANCE**

If your child is or will be absent from school, please notify the office by telephone at 760-765-0336, or e-mail at [spencervalley@svesd.net](mailto:spencervalley@svesd.net). Please advise the office of any deviations from the regular schedule, for example, appointments, early pick-up or special transportation arrangements. You need to sign your child in or out of school when picking up late or early. Please inform the office in writing or by phone if someone other than parent/guardian will be picking them up after school.

Absences from school shall be excused ONLY for personal illness; quarantine under the direction of a county or city health officer; medical, dental, optometric, or chiropractic appointments; attendance at funeral services for a member of the immediate family (one day limit for in-state funeral and three day limit for out-of-state funeral). "Immediate family" shall be defined as mother, father, grandmother, grandfather, brother, sister or any relative living in the student's immediate household.

When a student has had five absences and/or five tardies, a letter will be mailed to the home informing them of the absences and tardy dates and requesting them to call the office to schedule a pre-SARB conference. Further unexcused absences would require referral to the San Diego County Office of Education School Attendance Review Board. When a student has had 10 absences in the school year for illness, a physician must verify any further absences for illness.

## **ANNUAL NOTIFICATION**

The following topics are addressed in the Annual Notification at [www.svesd.net](http://www.svesd.net).

- Rules of Student Discipline
- Sexual Harassment
- Hate Violence
- Harassment/Threats
- Tobacco Free Policy
- AHERA ACT (Asbestos Hazard Emergency Response Act)
- Healthy Schools Act 2000
- Williams Settlement Act 2000
- Highly Qualified Teachers
- Disabled Pupils Information
- Medical & Temporary Disabilities

## **BIRTHDAYS**

Student birthdays may be celebrated after school. If you want to bring a treat, please bring enough for both classrooms. A nice way to honor a child's birthday is to donate a book to our library in her or his name. A bookplate naming the donor will be placed in the book.

## **DRESS CODE**

Dress appropriately for school and play. The "4 B's" (breast (cleavage), belly, back and bottom) must be covered. Thin or tied shoulder straps on tank tops and sundresses are prohibited. "Short-shorts" may result in a request for new clothing to be brought from home. Please check if logos on shirts are appropriate for a K-8 school. A shirt will be loaned to students if guidelines are breached. Shoes with high heels and/or open toes are dangerous on the playground. Makeup, glitter, or anything that is a distraction from learning should be left at home.

Physical Education takes place throughout the week. Please make sure your child wears or brings shoes that are appropriate for physical activity everyday.

## ***ELECTRONIC DEVICES***

To ensure the safety of all students, to protect personal property, and ensure the educational process is not disrupted, personal cameras, radios, and recording devices may not be brought to school unless as part of a class project and with the permission of the teacher. Any disruption to the learning process, as defined by the teacher, will result in confiscation of the item. Confiscated items will be held until the end of the school day and will only be returned to a parent or guardian. Students who bring electronic devices do so at their own risk. The school is not responsible for the item and is not liable if the item is confiscated, lost or stolen. Electronic devices including cell phones, CD players, iPods, MP3 players, radios, etc., are not to be used in classrooms during the day. **Cell phones are to be turned off and in backpacks while students are in school. See further information on page 12.**

## ***EMERGENCY INFORMATION***

The information you provide annually on the Emergency Information Form is essential in helping the school staff to assist your child in the event of an emergency.

Should an emergency or natural disaster occur, students will be kept at school until they can be safely released to parents, or to an authorized person, or until the students can be dispersed to their homes in a safe manner.

If any information or phone numbers change during the school year, please contact the school office with the new information as soon as possible. When an emergency contact other than the parent is not provided, it may be necessary to contact a social services or law enforcement agency in the event of a health/medical or serious disciplinary emergency; ill students may not be kept at school, even in the office, as this creates a health risk to others.

To register for reverse dialing from San Diego County—go to [rcsdcysandieg.org](http://rcsdcysandieg.org)

## ***HOMEWORK***

### ***Extending Learning Beyond the School Day***

The Spencer Valley School community believes that learning is a lifelong process that takes place in and out of school. We believe that family time is vital to developing the healthy, well-rounded child. Every child needs a backpack or other bag to keep work organized and a well-lit desk or table to do homework. Homework is assigned as practice for what has been taught at school. These tasks are useful to bring math facts and procedures to the "automatic" level and for extending reading skills. Research shows that 20 to 30 minutes of daily reading (and being read to, especially for beginning readers) builds fluency and vocabulary, plus an increasing knowledge of sentence structure and other writing skills. The Old Schoolhouse will assign weekly packets of homework to help students master specific skills. Ritchie Hall students will be given daily homework and other long term assignments, including book reports and other assignments to be completed at home. **Finally, it is the student's responsibility to complete any unfinished daily class work at home and return it the following day.**

### ***Homework Hour***

Teacher assistance, targeted support, once a month craft, Homework hour schedule is Monday, Tuesday, and Wednesday from 2:40 to 3:40 p.m. each week. Homework hour is optional for **1st through Eighth grade students ONLY**. Prompt pickup is at 3:40. Students who are not picked up on time may be unable to continue in this optional program.

## **FIELD TRIPS**

### ***Coordination***

A staff person will be the designated coordinator for each field trip. Coordinator's responsibility is to plan and manage the field trip with the cooperation of the other staff members and parents involved. Coordinator will be responsible for bringing the school's first aid kit along on the field trip.

### **Chartered Bus**

For any fieldtrips with a chartered bus the following will apply:

- The number of chaperones needed will be based on the number of volunteers needed for the location and number of tickets available.
- Chaperones will be chosen by the coordinator and be rotated to allow equitable participation.
- Parents who want to follow the bus to the location or drive their own child(ren) **cannot be accommodated**.

### ***Drivers and Vehicles***

Drivers must be at least 21 years of age.

Drivers must be willing to drive to and from the school without side trips.

#### **ALL DRIVERS MUST HAVE:**

- A valid driver's license on file in the office.
- Current car registration on file in the office.
- Valid fingerprints on file; please inquire in the office.
- A copy of declarations page of the current auto insurance policy on file at the school—coverage must be 100/300 on file in the office.
- A Vehicle in good repair and a full tank of gas.

#### **SEATBELTS/CAR SEATS:**

- Cars must have seatbelts for each passenger
- It is the driver's responsibility to make sure all passengers are properly secured with seatbelts at all times.
- Parents must furnish car seats for children under 8 years or 4'9" and they must be secured in a car set or booster seat in the back seat.
- Children under 8 who are taller than 4'9" may be secured by a safety belt in the back seat.
- Children who are 8 years and over shall be properly secured in an appropriate child passenger restrain system or safety belt.
- Passengers who are 16 years of age or older are subject to California's Mandatory Seat Belt law.

The capability for cell phone communication is recommended. However, drivers are expected to refrain from cell phone use (hands free or not) while driving during a school field trip. In an emergency, please pull over to use your cell phone.

Drivers must obey the California traffic laws and posted speed limits at all times.

## **FIELD TRIPS**

**Drivers are responsible for children in their car unless the staff adjusts assignments upon arrival.**

**So that all children can have an equitable experience adults/parents will bring their own food as there will be no stops to purchase food unless the whole field trip plans to stop.**

**The number of drivers is limited by requirements for each field trip. Not all parents can go on all field trips. Drivers will be rotated to allow equitable parent participation. Parents who wish to drive only their own children cannot be accommodated.**

**Do not stop for accidents unless you are the first on the scene.**

## **LUNCHES**

Our school offers lunch and/or snack to all students Monday through Friday, excluding Thursday. The costs per day for lunches are: Kindergarten - \$1.00, Old School House - \$2.00, Ritchie Hall and Adults - \$3.25. School lunches must be purchased ahead either daily or monthly. If you are bringing a lunch to your child **anytime after school begins** please **sign in** at the office **first**.

Volunteers intending to buy lunch should let the office know in the morning.

Free and Reduced School Lunches are available to children of eligible families. For more information, contact the office staff or you can find this form on the website at [svesd.net](http://svesd.net).

Sodas, sports drinks and candy in lunches are prohibited at school. Microwaves and refrigerators in the kitchen are not available for student use.

## **MEDICATION**

If it becomes necessary for a student to take any non-prescription (over the counter) or prescription (drug) medication at school, written request from the student's physician and/or parent/guardian is required. A designated person in the office shall assist the student in taking the medication (BP 5141.21 (a) and Ed Code 49423). All medication identified above must be kept in and dispensed from the school office. We ask students to bring any medication to the office.

## **MESSAGES**

We ask that you call the office if you need to leave a message for your child and we will make sure that the student receives it. When a message is left, it will be delivered at recess or lunch. **Class will not be interrupted** unless it is deemed an emergency by the school staff. Students will not be allowed to check cell phones for messages during the school day.

## **NEWSLETTER/COMMUNICATION/ALL CALL**

Our major forms of communication are through emails, fliers, text, all call reminders and the Spencer Valley website at <http://www.svesd.net>. The all school newsletter will be sent home each trimester.

Communication works best when students and parents read the bulletin and newsletter together. Copies of the newsletters and other parent information are always available in the school office, and also distributed by email and posted on the Spencer Valley website.

## **PARKING**

For the safety of the children please drop off and pickup at the curb in front of the school. If you need to stop for more than two minutes you need to park in a parking spot or at the top of the drive near the mulberry tree. Double parking is very dangerous and **is not permitted**. Please keep the cul-de-sac clear.

## **PETS AND OTHER CRITTERS**

If your child wishes to bring a pet to share with the class, please make arrangements with his/her teacher at least one day in advance.

## **PLAYGROUND**

We are lucky to have a wonderful play yard with a variety of options for play and discovery. Supervision is provided by staff. It is the students' responsibility to play where they can see a staff person at all times, act respectfully with yard supervisors and fellow students, and follow established regulations for outside areas and play equipment.

## **SCHOOL ACCOUNTABILITY REPORT CARD (SARC)**

The SARC contains general information about the school as well as a summary of the results of the California Assessment of Student Performance and Progress (CAASPP). The complete SARC is posted in February and is available on the school's website at <http://www.svesd.net>

## **SCHOOL ADVISORY COMMITTEE AND LCAP/PARENT ADVISORY COMMITTEE**

The purpose of parent membership on the School Advisory Committee or the LCAPP parent Advisory Committee is to participate in :

- Developing and recommending either the Site Plan for Student Achievement or Local Control Accountability Plan goals.
- The ongoing review of the implementation of the school improvement goals with other members of the school advisory committee (the superintendent, teachers, classified personnel, parents and the community) and to assess periodically the effectiveness of the programs and goals.
- The annual review of both the SPSA & LCAP. If necessary, make modifications in the plans to reflect changing improvement needs and priorities.
- An advisory capacity to administration and Board, and perform additional functions as outlined in District policy.
- Take other actions and follow timelines as required by the Education Code.

Each year we need as many as four parent members. Parent members must be nominated and elected by other parents in the school community. Nominations and elections take place during the first few weeks of the school year. If you would like to be considered to serve on the School Advisory Committee please see Candace in the office.

## **SCHOOL HOURS**

Please have students at school by 7:55 am (students will be considered tardy at 8:01). School begins at 8:00 a.m. and ends (except Thursday) at 2:30 p.m. for all students. On Thursday school ends at 12:00 p.m. for all grades. Please respect the integrity of our school program by bringing children to school on time and picking them up promptly.

**Children should not arrive before 7:45 a.m. in the morning.** Pick-up in the afternoon should be within 10 minutes of dismissal time. There will not be supervision available after 2:40 p.m. or 12:10 p.m. on Thursday. For special situations, please make arrangements in advance with your student's teacher. If you cannot pick up your child on time, please call the office. Students not picked up by 2:40 p.m. or 12:10 on Thursday will be asked to sit and read on the bench outside the office while waiting for pick-up.

## **STAFF DEVELOPMENT**

In order to fulfill our commitment to personalized education for each student, the Modified School Day each Thursday ends at 12:00 p.m. to allow staff time for meetings, enrichment and planning. Staff development days are scheduled before and after the school year.

## **SCHOOL PROPERTY**

Books, computers, or any other school equipment lost or damaged by a student is the responsibility of the parent to repair or replace.

### ***AUTO-CALLING/WEBSITE***

The school uses an automated calling system for most messaging and emergencies called School Messenger. This program allows us to deliver important information to you via SMS text and voice messaging, as well as email. This service is intended to provide communication in such a way that every parent or guardian can be kept up to date with important information. It is not intended to be a replacement for direct communication with the office or staff, but rather it will enhance them by unifying communications in a timely manner.

Information about SchoolMessenger can be found at [www.SchoolMessenger.com/tm](http://www.SchoolMessenger.com/tm).

In order to participate in this service, you must indicate your willingness to receive text messages to your phone. The process is simple and only takes a few seconds to complete.

Simply text any one of the following words to the number 67587: *subscribe, option* or *yes*.

You'll know you were successful if you receive the following reply message:

**You are registered to receive aprox 3 msgs/mo. Txt STOP to quit, HELP for help.**

You'll want to repeat the opt-in process for any wireless numbers that you wish to include.

In addition to performing the opt-in process above you'll want to insure that the district has your wireless number(s) in our student information database. I

If you haven't already provided that information to your school, please contact them and provide them with that information.

Please note, although the district does not charge you for this service, it does not pay for text message charges that may be incurred by you for sending or receiving text messages. Check with your wireless carrier for possible charges.

### ***STUDENT EVALUATIONS AND PARENT CONFERENCES***

Student growth and development is formally evaluated four times a year, in October, February, and June. Students who fall below grade level are monitored more frequently. A written evaluation is combined with a portfolio assessment, conference with parents, students and staff once a year in October and in monthly meetings if the student is below basic and at risk of retention. Conferences are scheduled monthly for students at risk of retention until satisfactory progress on pre-determined goals is achieved. Parents may also request a conference with their child's teacher at any time during the year. To promote open communication and develop strategies for student growth, assessment is based on teacher observation, portfolio samples, writing, math, social studies, science tests, various written and computer-based assessments, reading records and state testing results.

### ***TACKY DAY/PROMOTION CEREMONY***

Tacky Day is the year-end celebration that includes graduation for 8th graders and promotion in grades TK—7. Students share their many talents in the form of poetry readings, songs, plays, projects, and art. The program is followed by a community potluck in the picnic area. Parents, grandparents, siblings—the entire community—are invited. Historically, Tacky Day meant that parents and children have the option to come dressed in "tacky" clothes. This is still an option.

### ***TELEPHONE/CELL PHONE USE***

Students may use the school telephone only with teacher or staff permission. Students will not be permitted to use school phones to arrange social calendars. Please make after-school arrangements for visits between children before arriving at school. Cell phones must remain off during school hours. Calls may be made with adult permission after school. Phones will be confiscated if used at any other time and will need to be picked up by parents at the office.

## **TOYS**

Students must leave toys, electronic games, cards, etc. at home unless they are part of an assigned sharing day.

## **TRANSPORTATION**

Spencer Valley does not provide bus service.

## **WEBSITE**

Spencer Valley School has a website that is updated periodically. The address for the website is <http://www.svesd.net>.

## **SELF DIRECTED LEARNING**

**I am becoming a self-directed learner at school when:**

- I come to school well rested and ready for work and play.
- I finish my work on time during the school day.
- I use attentive listening when my classmates and teachers speak.
- I keep my work organized at school.
- I return materials to their proper place for others to use.
- I check my work to see that I have done it to the best of my ability.
- I read at home and do my reading log every day at home or at school.
- I bring my work materials to school (work done at home) to share at school.
- I develop my ideas through speaking and responding to others.
- I know that my words, thoughts, and ideas are important so I can learn to be a successful citizen/learner.
- I find or think up interesting things to do or investigate, when I have free time.
- I can share my frustrations and discover ways of handling them in a responsible manner with those related to the problem.



### ***Guidelines for Resolving Problems With Students***

There may be times when a child's behavior is inappropriate. In most cases a simple reminder is enough. To create a structure that minimizes negative behaviors, Spencer Valley uses Best Behavior - Building Positive Behavior Support in Schools. This framework of supports allows students and staff members to establish clear and agreed upon Behavior Expectations for Classrooms, Playgrounds, Common Instruction Areas and Substitute Teachers/Guests and Systematic Supervision Skills.

When additional measures are needed, the staff uses Restorative Practices within whole school Circles and Restorative Practices techniques with individuals. These can be conferences, use of affective statements or affective questions, and facilitated meetings. Restorative Practices are consistent and fair processes that enables each problem to be solved in an individual way, with compassion and accountability. The main goal is to help each child grow socially and emotionally, become responsible for managing his or her own behavior, and learn to resolve conflicts.

#### **If a child has a problem:**

1. The teacher will confer with the child regarding the inappropriate behavior and will remind the child of what is expected. If unacceptable behavior persists, the child will be sent to the office to talk with the principal.
2. When these efforts are not successful, parents will be informed. Where advisable, conferences involving parents, teachers, principal and other school personnel will be held to formulate a plan to improve behavior. An individual plan may be implemented by their teacher and parents to deal with recurring incidents.
3. Where poor behavior persists, after concerted and long-term efforts on the part of school personnel and parents, and where the behavior is disruptive to the school program, the following actions are possible:
  - a) Limited attendance (modified day—child stays at school as long as behavior remains acceptable).
  - b) Revocation of transfer (if student has an inter district transfer).
  - c) Short-term suspension.
  - d) Expulsion from school by School Board.

Whenever possible, the staff works together with students and parents to resolve issues so that students remain successful.

Spencer Valley students also have access to separate counseling through Vista Hill, if needed.

The school psychologist may also be available for consultation on a case by case basis.

## OTHER ESSENTIAL INFORMATION

### ***GIFTED AND TALENTED EDUCATION PROGRAM (GATE)***

We believe that all students should be educated to their fullest potential with rigorous educational opportunities appropriate to their accomplishments and needs. The School Advisory Council functions as the GATE Advisory Council, DELAC, and is open to all parents. The SAC & LCAP Parent Advisory Committee meets two or more times a year to ensure ongoing parent participation in program planning, implementation and evaluation.

### ***8 C's***

Spencer Valley's 8 C's are loosely based on standards that reflect the *21st Century* learning skills currently assembled by the Oracle Foundation which are the 5 C's of Communication, Content, Creativity, Critical Thinking, and Collaboration.

- |                                                                                  |                                                   |
|----------------------------------------------------------------------------------|---------------------------------------------------|
| * <u>Communication</u><br>Computer Skills<br>Media Fluency/Digital Citizenship   | * <u>Civic Responsibility</u><br>Service Learning |
| * <u>Critical Thinking</u><br>Problem Solving                                    | * <u>Creativity</u><br>Innovation                 |
| * <u>Collaboration</u><br>Cross-Cultural Understanding<br>Teamwork<br>Leadership | * <u>Content</u>                                  |
|                                                                                  | * <u>Compassion</u>                               |
|                                                                                  | * <u>Curiosity</u>                                |

Spencer Valley staff added the three extra "C's" of Compassion, Civic Responsibility and Curiosity to that list. Staff will interweave these concepts throughout the instructional day as well as specifically focusing on the teachable moments that support understanding of these qualities in daily life.

### ***SPECIAL EDUCATION***

Spencer Valley School is committed to providing a quality education to students with disabilities alongside their peers. An Individualized Education Program (IEP) Team meets to determine the most appropriate and least restrictive placement to meet each student's needs. When the IEP Team determines student needs and goals require an alternative environment such as a specialized class, or school, a timeline is established to identify placement, goals, and objectives for the student. Whenever possible, we try to keep students at Spencer Valley. Should a student's IEP require a program not available at the school, alternate arrangements are provided through the North Inland Special Education Local Plan Area (SELPA), enabling students to participate in their program delivered at a neighboring district.

## **PARENTS' RIGHTS AND RESPONSIBILITIES**

### ***FAMILY INVOLVEMENT***

In a democracy, parents and guardians are encouraged and welcomed to become involved in the formal education of their children enrolled in public schools. This early and consistent parental involvement helps children do well academically. When this involvement is combined with a partnership between home and school, the student, the school, and the community benefit.

Parents and guardians of enrolled students have the right to be included in the educational process and to have access to the system on behalf of their children.

### ***CLASSROOM OBSERVING***

Parents have the right to visit their child's classroom to observe activities. The time and date of the visitation must be arranged with the office at least 24 hours in advance.

### ***TEACHER CONFERENCING***

Parents have the right to request a conference with their child's teacher or the principal. Parents should contact the school to schedule a date and time convenient to all participants.

### ***VOLUNTEERING***

Parents have the right to volunteer their time and resources for the improvement of school facilities and programs. Parents should contact the school to determine the terms and conditions of this service. All parents are required to be fingerprinted and undergo volunteer training and review of the volunteer code of conduct.

### ***STUDENT ATTENDANCE***

Parents have the right to be notified in a timely manner if their child is absent from school without permission.

### ***STUDENT TESTING***

Parents have the right to be notified of their child's performance on standardized and statewide tests and the school's ranking on these tests. (Under other state law, parents may request that their child not participate in the statewide tests.)

### ***SCHOOL SELECTION***

Parents have the right to request that their child be enrolled in any school in the District. The District is not compelled to grant the request.

### ***SAFE SCHOOL ENVIRONMENT***

Parents have the right and are entitled to the assurance of a safe and supportive learning environment for their child.

### ***CURRICULUM MATERIALS***

Parents have the right to examine the curriculum materials of the class or classes in which their child is enrolled.

### ***STUDENT ACADEMIC PROGRESS***

Parents have the right to be informed of their child's academic progress in school and of the persons to contact if they wish more information or assistance with their child.

### ***ADVANCEMENT TOWARD LITERACY***

Parents of English learners have the rights to support their child's advancement toward literacy by accessing surplus or undistributed instructional materials made available by the Superintendent.

### ***STUDENT RECORDS***

Parents have the right to access their child's records and to question anything they feel is inaccurate or misleading or an invasion of privacy. Parents have the right to a timely response from the school district about their questions.

**STANDARDS**

Parents have the right to receive information regarding the academic standards their child is expected to meet.

**SCHOOL RULES**

Parents have the right to receive written notification of school rules, attendance policies, dress codes, and procedures for school visitations.

**RISK OF RETENTION**

Parents have the right to be notified as early in the school year as practicable if their child is identified as being at risk of retention and of their right to consult with appropriate school personnel. See website for specifics in the Annual Notification.

**PSYCHOLOGICAL TESTING**

Parents have the right to receive information on all psychological testing recommended for their child.

**INTRUSIVE EVALUATION**

Parents have the right to refuse to submit to monitoring of the quality or character of the student's home life, any form of parental screening or testing, any nonacademic home-based counseling program, parent training, or any prescribed family education service plan, and to inspect any survey collecting personal information.

**COUNCILS AND COMMITTEES**

Parents have the right to participate as a member of a parent advisory committee, school-site council, or site-based management leadership team in accordance with established rules and regulations for membership.

1. Working with their children at home in learning activities that extend the classroom learning
2. Participating in decisions related to the education of their own children or the total school program as appropriate

**PARENT RESPONSIBILITIES**

Parents/Guardians may support the learning environment of their children by (Education Code: 51101):

1. Monitoring attendance of their children
2. **ENSURING THAT HOMEWORK IS COMPLETED AND TURNED IN ON TIME**
3. Encouraging their children to participate in extracurricular and co-curricular activities
4. Monitoring and regulating the television viewed by their children
5. Working with their children at home in learning activities that extend the classroom learning
6. Volunteering in their children's classroom or for other school activities
7. Participating in decisions related to the education of their own children or the total school program as appropriate
8. Signing in/out when coming to the school during school hours.

**ALL STUDENTS, PARENTS, STAFF, ADVISORY COMMITTEES, AND COMMUNITY**

Certain rights are protected by federal and state laws and regulations. To help make you aware of your rights, the District is providing you with this notice. Should you utilize any of the procedures noted below, your confidentiality and protection from retaliation is assured. If you have any questions or need to clarify something you read here, please contact any administrator in the District.

## **UNIFORM COMPLAINT POLICY & PROCEDURES ON WEBSITE SVESD.NET**

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

### **Compliance Officers**

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

Superintendent or Designee  
Spencer Valley Elementary School District  
4414 Highway 78/79, P.O. Box 156  
Santa Ysabel, CA 92070  
(760) 765-0336  
spencervalley@svesd.net

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

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

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees

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

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

### **Notifications**

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

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred
5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.6, 51225.1, and 51225.2, and the complaint process
6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints
7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision
9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable
10. A statement that copies of the district's UCP are available free of charge

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

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48865. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

## Filing of Complaints

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

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4830)

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

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4830)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52076; 5 CCR 4830)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by persons who allege that they have personally suffered unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4830)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

## Mediation

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

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

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

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

## Investigation of Complaint

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

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

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

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

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4831)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4831)

## Timeline for Final Decision

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

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

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4831)

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

## Final Written Decision

For all complaints, the district's final written decision shall include: (5 CCR 4831)

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

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

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

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49015 and 5 CCR 4800

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

- a. The corrective actions imposed on the respondent
- b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
- c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

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

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 49905. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

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

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 282.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 282.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

## Corrective Actions

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

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

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

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

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

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

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

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

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

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

## Appeals to the California Department of Education

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

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

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

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

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



# Spencer Valley School District

## 2020 – 2021 School Calendar

Aug 2020						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16				20	21	22
23	24	25	26	27	28	29
30	31					

Student Days:9  
Cumulative Student Days:9  
Cumulative Teacher Days:11

Sep 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6		8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Student Days:21  
Cumulative Student Days:30  
Cumulative Teacher Days:32

Oct 2020						
S	M	T	W	T	F	S
				1		3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Student Days:21  
Cumulative Student Days:51  
Cumulative Teacher Days:54

Nov 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10		12	13	14
15	16	17	18	19	20	21
22						28
29	30					

Student Days:15  
Cumulative Student Days:66  
Cumulative Teacher Days:69

Dec 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20						26
27						

Student Days:14  
Cumulative Student Days:80  
Cumulative Teacher Days:83

Jan 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17		19	20	21	22	23
24	25	26	27	28	29	30
31						

Student Days:19  
Cumulative Student Days:99  
Cumulative Teacher Days:102

Feb 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11		13
14		16	17	18	19	20
21	22	23	24	25	26	27
28						

Student Days:18  
Cumulative Student Days:117  
Teacher Days:120

Mar 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Student Days:20  
Cumulative Student Days:137  
Teacher Days:140

Apr 2021						
S	M	T	W	T	F	S
						3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Student Days:18  
Cumulative Student Days:155  
Teacher Days:158

May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Student Days:17  
Cumulative Student Days:172  
Teacher Days:175

Jun 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9			12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	30				

Student Days:8  
Cumulative Student Days:180  
Teacher Days:184

Legend						
School Year Begins/End						
Holiday						
Student Break						
Inclement Weather Makeup (non-school day only if no Wind/Snow Days)						
Teacher/Staff Development Day (non-student day)						

### Inclement Weather Makeup Days

Apr 5  
Apr 26  
May 3  
May 17  
May 28

### Grading Periods

Nov 6 End 1<sup>st</sup> Trimester  
Feb 26 End 2<sup>nd</sup> Trimester  
Jun 10 End 3<sup>rd</sup> Trimester

Board approved April 20, 2020

### Important dates

Aug 19 First Student Day  
Aug 26 Back to School Night  
Nov 23-27 Thanksgiving Break  
Dec 21- Jan 1 Winter Break  
Jan 6 Spring Back to School Night  
Jan 8 Teacher Planning  
Mar 29- Apr 2 Spring Break  
April 9 Teacher Planning

Jun 10 Last Day of School for Students  
Jun 11 Last Day for Teachers

### Holidays

Sept 7 Labor Day  
Nov 11 Veterans' Day  
Jan 18 Martin Luther King Jr. Day  
Feb 12 Lincoln's Birthday Observed  
Feb 15 President's Day  
May 31 Memorial Day